

KEEPING Safe and Well



HEALTH ★ SAFETY ★ GROWTH



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GROWING UP

KEEPING SAFE AND WELL

GAINING HEALTH

CLEANLINESS AND HEALTH PROTECTION

WORKING FOR COMMUNITY HEALTH

BUILDING HEALTHY BODIES





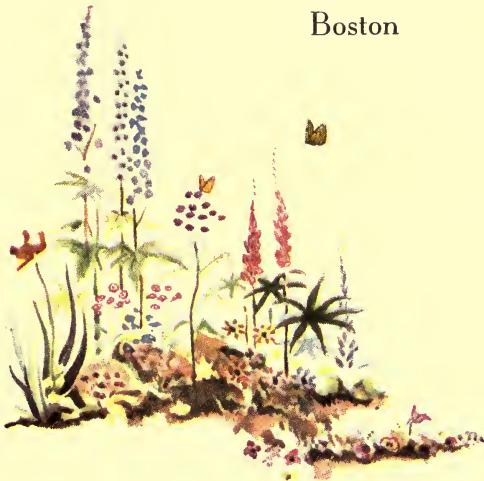
HEALTH • SAFETY • GROWTH

Keeping Safe and Well

By C. E. Turner, Frances W. Clough,
and Grace Voris Curl

D. C. HEATH AND COMPANY

Boston



Authors

C. E. Turner, M.A., Dr.P.H., Sc.D.

Professor of Biology and Public Health, Massachusetts Institute of Technology; formerly Associate Professor of Hygiene, Tufts Medical and Dental Schools; for some time, Director of Health Education Studies, Malden, Massachusetts; Chairman, Health Section, World Federation of Education Associations

Frances Wentworth Clough, B.A.

Teacher in Milwaukee Downer Academy

Grace Voris Curl, B.A.

Author of stories in "Child Life," "The Children's Bookshelf," and "Neighbors Far and Near"

Artists

RUTH STEED

RAY QUIGLEY

WILLIAM WILLS

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Your Health Book

Each year you become a more responsible person. This means that you learn to do more things for yourself. There are fewer things that your mother or father have to do for you. There are more things at school that you can do without any help. More and more you help children who are younger than you are.

You are learning how to live. You take care of your own safety by learning the rules of safety and by being careful not to get into danger. You become more responsible for keeping well and strong. You get to bed on time. You get up promptly and get ready for breakfast. You have learned to like the foods the body needs. You are in the business of keeping safe and well. This book will help you do it by giving you some new knowledge and by telling you what other boys and girls have done.

You are becoming a more responsible citizen, too. You are a responsible citizen at school. You help to prevent accidents on the way to school, on the playground, and in the school building. You are becoming more interested in the town you live in. You study its markets, its buildings, and

its streets. You do your part to make it a good town or a good city.

With the help of your teacher you will plan your own program. You will decide what particular things your class needs to watch in order to keep safe and well. In making your plans you will enjoy the stories in this book about what other boys and girls have done in the fourth grade. You will find a list of many of the things which should be done by everyone. From the many suggestions you will have a chance to choose interesting things for the class to do as a group.

Many children and teachers in different places have helped in planning this book. It tells you how to grow and how to learn to do things. Growing and doing things successfully are good fun. You will have a good time in your health program this year.

The Authors

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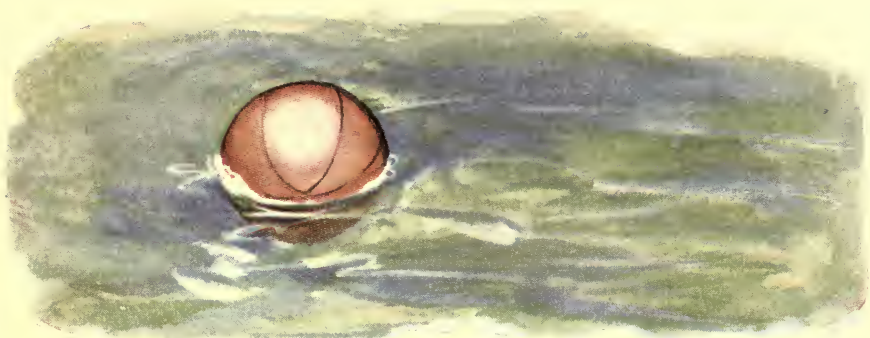
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UNIT I

Plans for the School Year

It is great fun to tell what we did in vacation. Who has learned to swim? Who has ridden horse-back? Who has been to camp? Who has been on a farm? Who has raised the best vegetables and who has grown the prettiest flowers? There are many stories to tell about vacation time.

After vacation it is fun to meet our classmates and teachers at school. It is pleasant to see our friends who come back to school with shining eyes and rosy cheeks. It is good to see how much our friends have grown and how much we ourselves have grown. It is equally good fun to plan things to do to keep safe and well during the days ahead.



The answers came from all over the room.

Everybody was well. The girls and boys were brown from the sun. Their lips and cheeks were red. They looked healthy and glad to be back.

"You must have had good vacations," said Miss Mason. "What did you do to make you look so healthy?"

"I was at my grandfather's farm," said George. "We had all the carrots, spinach, cabbage, and beets we could eat."

"I went to a camp and learned to swim," said Peggy.

"We had lots of outdoor picnics at the beach," said Mary. Her wide smile showed the metal braces that were straightening her teeth.

"I learned to ride horseback," began Joe.

Just then someone appeared at the door in a nurse's uniform. "Why, it's Miss Brown!" said Miss Mason. "How do you do, Miss Brown? This class seems to be in very good shape after the



vacation. I don't think the school nurse is going to find much wrong with anyone today."

"Probably not," smiled Miss Brown. "But I'll go up and down the aisles and look everybody over, just the same. We don't want anybody passing on the measles or whooping cough on the first day of school, or any other day."

It did not take Miss Brown long to look over the class. "I'll give you a clean bill of health," she said in a few minutes. "I hope I'll find the children in the other schoolrooms as well as those of this group. You must have lived the health way all summer long."

"Good-by, Miss Brown," said Miss Mason. Then she turned to the children, "Now all of you seem to be healthy. Having the school nurse look you over is one way to be sure. What are other ways of finding out whether you are well?"

"We can go to the doctor and have him look us over," said Andy.

"We can watch and see if we grow heavier every month," said Ellen. "Growth is a sign of health."

"Yes," said Miss Mason, "and there is a way to keep healthy. Perhaps you already live the health way without knowing it. This year we are going to learn how to keep well and safe. Then you can be sure you are living in the way that will do the most to keep you healthy. You will know how to plan for yourself."

Checking and Practicing Health

"First," Miss Mason went on, "there are some questions I want you to answer. I shall give each of you a sheet of paper with the printed questions. Do not put your names on the paper, but answer each question as clearly as you can. If the question asks about yesterday, answer just about yesterday."

The questions read:

What time did you go to bed last night?

What time did you get up this morning?

How many glasses of milk did you drink yesterday?

Did you eat some raw fruits yesterday? Did you eat some cooked fruits? What were they?

How many different kinds of vegetables did you eat yesterday? What were they?

How many glasses of water did you drink between meals yesterday?

How long did you play out of doors yesterday?

Did you brush your teeth when you got up and before you went to bed?

Did your bowels move yesterday?

When did you have your last all-over warm bath?

"Now," said Miss Mason, "we'll collect the papers. I shall read your answers carefully. They will help to tell me whether you are living the health way. Probably most of your answers are good. But we may find that some of you do not drink enough water between meals. Or we may find that some do not eat enough vegetables. If you need more of these for health, we shall study more about water and vegetables."

"I guess we'll keep healthy if we learn how to live the health way," said Joe.

"Living the health way will help to give us better health, longer life, and more fun," said Miss Mason. "This year we shall learn many important things about living the health way. Each day we must practice what we learn. That is the way to do anything well. First, learn just what is to be done. Next, learn the best way to do it. Then practice doing it. Living the health way ought to keep us ready for play and work all through the year."



Good Citizens and Good Sports

"Who knows what a citizen is?" Miss Mason asked the class one morning.

"A citizen is somebody that votes at elections," said George.

"A citizen is somebody who lives in a place," said Mary. "A man who lives in a town is a citizen of that town."

"My father," said Andy, "says a good citizen is a man that cleans up the rubbish and keeps his place neat."

"There we have it," said Miss Mason. "A good citizen is a member of some group in a town, or a city, or the country. He votes and that means he helps to manage the group he lives with. He helps to keep his town or city going, and he helps to keep it clean. A good citizen takes pride in keeping himself and his



home neat and clean. Now, you are citizens of this school. What does that mean?"

"We can't vote," said Ruth.

"But we can help keep things clean," said Ellen. She dived under her desk for a wad of crumpled paper and took it to the waste basket.

"Yes," said Miss Mason, "and we can keep ourselves in order, too. Good school citizens have clean handkerchiefs, clean faces, clean hands, and clean teeth. Each citizen will look after himself. You may not be able to have a perfect record every day. If one of you forgets to check himself on some item, he should try to remember it the next day."

Miss Mason smiled. "This morning I do not have a perfect record myself. Before I had cleaned my shoes, I was asked to go to a sick neighbor. It was time for the first school bell before I had finished helping the family. I did not have time to go home to clean my shoes."

"I think you were a good sport to tell on yourself," said Peggy.

"Thank you," laughed Miss Mason. "There isn't anything I'd rather be than a good sport. Why do you say I am a good sport?"

"A good sport will tell the truth even if he doesn't like to," said Peggy. "He'll bob right up and say, 'Yes, I broke the window,' if he did break it."

"A good sport is a good loser," said Joe. "He doesn't get mad if he loses a game of marbles."

"A good sport doesn't mind being 'it' in a game, and he doesn't brag if he wins," said Andy.

"A good sport does his share of a job," said Phil. "Sometimes Father asks Ruth and me to rake the back yard. We are good sports if we don't try to make each other do all the work."

"Boy scouts are good sports," added George. "They help old ladies cross the street, and they carry bundles for folks."

"I wonder if good citizens aren't good sports?" asked Miss Mason. "We usually think that a good sport wants fair play. A good citizen at school wants fair play for everybody. He wants everybody at school to have just as good a chance as he has in class, in the halls, at the drinking fountains, on the playground. A good

citizen at home wants fair play there, too. Here's a story that will tell you what I mean."

Miss Mason opened a book and read this story.

Fair Play at Home

Jane and Bill lived in a city with their father and mother. They helped their mother with errands, with dishes, and with dusting.

One afternoon there seemed to be an extra lot of things to do. As Bill and Jane carried a bag of potatoes up the steps, they saw a messenger boy at the door. He was leaving a box. Mother thanked him and gave him a dime.

"Well," said Bill, "if Mother paid us every time we brought her a package, we'd be rich!"

"She ought to pay us, too," said Jane. "Just look at all we've done today!"



Jane and Bill ran upstairs and sat down with paper and pencil. They thought for a while, and then they made up a list for Mother:

Cleaning up the back yard	10 cents
Mailing a letter to grandmother	5 cents
Bringing home potatoes	10 cents
Getting rolls at the bakery	5 cents
Washing the lunch dishes	<u>10 cents</u>
Mother owes Jane and Bill	40 cents

They put the paper under Mother's plate on the supper table. Jane and Bill waited. They watched Mother's face eagerly. She did not seem a bit cross, but still, she didn't say a thing.

Next morning at breakfast Jane and Bill found papers under their plates.

Making a baseball suit for Bill	Nothing
Making a pink party dress for Jane	Nothing
Taking Bill and Jane to the circus	Nothing
Cleaning Bill's and Jane's rooms	Nothing
Getting breakfast, lunch and dinner for Jane and Bill every day	<u>Nothing</u>
Jane and Bill owe Mother	Nothing
Mother loves Bill and Jane	

It was very quiet at the breakfast table while Jane and Bill read Mother's list. Then they both blushed and laughed. Jane ran around the table to kiss her mother and said, "We love you, too."

"If you will give us back our list, we'll cross out the forty cents," said Bill. "It is fair enough for everyone to work at home. We'll be good sports and do our part."

"That's a good story," said Mary. "I think I would like to write a letter to my mother and tell her all the things I can do to help at home."

"Let's all do it!" said Andy.



Thinking and Talking Together

Talk about the ways in which you spent your last vacation. Do you think you lived healthfully during your vacation? Give reasons for your answer.

Why did the school nurse inspect the children in Miss Mason's class on the first day of the new term?

If you have inspections by a nurse in your school, talk over the ways in which she helps your class.

Ask your teacher or nurse whether you are to have a health examination by the school doctor this year. Find out all you can about what the doctor will look for when he gives you your next health "checkup." If you know that you have any physical defect, get it corrected as soon as possible.

Talk over and agree upon some of the rules of conduct you should practice when playing team games. What do you do when you lose? What do you do when you win?

Report to the class an example of good sportsmanship by some other good sport whom you know.

Make a class scrapbook of pictures to illustrate health rules.



Doing Things

Help plan your health program for this year. Answer the questions which follow this paragraph. Write on a plain sheet of paper your school, grade, and the date. Do not put your name on the paper. Read each question carefully and write your own true answer to it. Tell exactly what you did, not what you think you should have done. Be sure your answers are numbered correctly. Take your question list home and ask your mother and father to check your answers with you. Return your answers promptly to your teacher so that she may see what good health habits you are practicing and help you to form others.

1. What time did you go to bed last night?
2. What time did you get up this morning?
3. What did you eat for breakfast this morning?
4. Did you have a bowel movement yesterday?
5. How many times did you brush your teeth yesterday?
6. Do you always wash your hands before eating and after using the toilet?
7. Have you had at least two full, warm baths during the past week?
8. How much water did you drink yesterday?
9. How many glasses of milk did you drink yesterday?
10. What fruit, either raw or cooked, did you eat yesterday?
11. What vegetables did you eat yesterday?
12. Did you drink coffee yesterday?
13. Did you drink tea yesterday?

14. Did you eat candy between meals yesterday?
15. Did you do anything to help someone yesterday?
16. How long did you play outdoors yesterday?
17. Did you play in an unguarded street yesterday?
18. Did you obey all traffic signals on your way to school this morning?
19. Did you play with other children yesterday?
20. Did you lose your temper yesterday?

Turn to the index at the back of this book. Learn to use it to help you find health facts when such topics as cleanliness, foods, teeth, ears, eyes, touch, smell, taste, posture, rest, growth, safety, games, vacations, and fair play come up in units of work or in such subjects as reading, arithmetic, geography, and English.

Learning Words

Use each of these words correctly in a sentence:

vacation

practice

elections

vegetables

votes

handkerchiefs



UNIT II

Grooming Counts

Have you ever been to a pet show? If so, you surely noticed how sleek and well kept all the animals were. You found that good grooming helped the animals to be more attractive.

The judges in a pet show may sometimes face a problem. They may find as many as three good healthy dogs, or rabbits, or kittens that seem to be prize animals. The judges will then most likely give the blue ribbon to the best-brushed and cleanest animal of the three. Grooming counts in the appearance of pets and in the appearance of boys and girls.



A Pig in a Pet Show

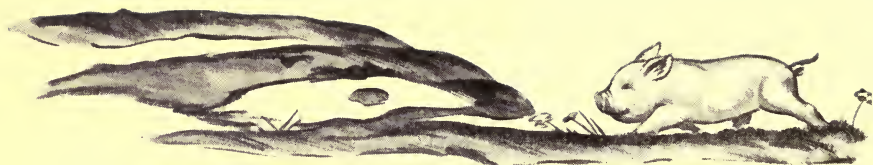
Andy stared at the new sign in the grocery-store window.

BOYS AND GIRLS •
Come to a Pet Show
Saturday at 2
School Playground
Bring Your Pets

Andy knew that nearly every boy and girl in Miss Mason's class was going to take a pet to the show. They had talked about the show at school. Kittens and puppies were going to be there. Ellen Peck was going to take her grandmother's parrot. Joe Reed had a cage of white mice. Andy lived on a farm near the edge of town, but he could not think of any animal that would do for a pet show.

Suddenly Andy had an idea. Why couldn't he take a pig? Runty, the smallest pig in the white sow's family, belonged to him. "He's not much for looks, Son," Father had said, "but he's yours if you want him."

"He isn't very pretty," thought Andy. "But just wait till I get him cleaned up!"



Andy ran home as fast as he could. "Mother!" he cried, "I'm going to fix up the little runt pig to take to the pet show on Saturday. Father will let me, won't he?"

"I don't see why not," said Andy's mother. "Father gave him to you. How are you going to dress up the pig?" She laughed. "You won't want any ribbons and ruffles, will you?"

"No," said Andy, "I don't want any ruffles. This pig may not be beautiful, but he is going to be clean. I'm going to make a gentleman out of Runty. May I borrow the little tub and a brush? I want to give Runty a bath."

"Yes, indeed!" said his mother. "The little tub is hanging up in the back hall. I think you will find an old brush on the shelf above the tub."



Grooming for the Contest

Andy half filled the tub with warm water and put in some soap. He set the tub in the back yard and hunted up Runty. He tucked the little pig under one arm and carried him to the tub.

Runty liked the water. He grunted happily. But he kept trying to fold up his legs and lie down in his bath. He wanted to wallow in it. He squirmed and wriggled in Andy's hands. With a lively flop Runty ducked his head in the suds. Then there was an ear-splitting squeal. Runty slid through Andy's fingers like a big cake of wet soap. He shot over the edge of the tub and ran, squealing, to bury himself in a mud puddle beside the barn.

Andy ran after the pig. He pried Runty out of the puddle and carried him patiently back to his bath. "You got soap in your eyes, young gentleman," said Andy. "Now behave yourself this time. I'm getting you ready for a show."

Every day that week Andy hurried home after school to work on Runty. One bath was not enough. Runty was brushed after every trip through the tub. His short white bristles began to shine. His pink, clean skin glowed under his hair. Andy took special care to get Runty's eyes and ears clean. He clipped the hair around the little pig's head and neck and tail. Runty grunted with happiness when Andy brushed him. His little tail curled into a tight knot.

Andy knew how the boy scouts make belts with loops of leather, so he made a looped leather collar for Runty. On Saturday morning Runty received a final brushing and shining. Then Andy put him in a box filled with clean straw. Andy's father brought out the car, and they all rode to town. Runty rode in his box on Andy's lap. Andy was hoping Runty would win the prize.

When they reached the school playground, Andy's spirits began to droop. The playground was very gay. There were flags and bunting and a peanut stand. In one corner on a plat-



form the high-school band was getting ready to play. The crowd was laughing and talking. The row of pets made Andy's heart sink. Every boy and girl in town seemed to have turned up with a good one.

There were three handsome police dogs, with ears pointing up, bright eyes rolling, and red tongues hanging out. Ellen Peck's parrot was beautiful in his green and orange feathers. There was a fluffy gray Persian cat. The white mice had a red and gold cage. Down at the end of the line stood a big boy from the other side of town. On a leash he was holding a red-brown pig nearly as big as himself! "Well, Runty," said Andy, looking sadly at the little white pig in his box, "I guess we're licked."

Judging the Animals

Just then there was a stir in the crowd. Through the gate of the playground came Mayor Jones and Miss Brown, the school nurse. She was carrying a blue ribbon, a red ribbon, and a yellow ribbon. These were the prizes the judges would give for the three best pets.

The band struck up a march for the parade. The boys and girls slipped leashes and strings into the collars of their pets. Joe Reed picked up his cage of mice, and Ellen perched the parrot on her shoulder. The children formed in line with their pets and marched past the judges.

Andy had trouble keeping Runty in line. He wanted to run. Andy and his pet passed the judges in a rush instead of at a slow pace to show them Runty's good points. Disgusted, Andy put him inside his box. There seemed no hope that such a troublesome pig could win a prize. But Andy took a cloth from his pocket and ran it over Runty carefully once more. He was dusty from his run down the line.

The judges walked slowly past the row of pets and finally stopped to talk them over. Then Mayor Jones held up his hand for quiet and began to speak.

"We think," he said, "that we should have a hundred prizes to give. This looks to me like a blue-ribbon collection of pets. We have been having a hard time to decide just why any one dog, or cat, or mouse here is better than another one. They all look healthy, and handsome, and happy. After careful thought we have decided to give the prize to the best-groomed pet."

"Mayor Jones," said Miss Brown, "I wonder whether everybody here is sure what you mean by 'best groomed.'"

Mary Allen spoke up, "A well-groomed person is somebody who is neat and clean."

"That is right," said the mayor. "Has anyone else something to say about grooming?"

"A well-groomed person has his hair brushed and his shoes shined," said Ellen.

"He has his teeth brushed, too," said Ruth Drake. "His face is clean, his hands and nails are clean, his clothes are clean, and he's clean all over."

"He likes to look just as well as he can," said Joe. "He wants people to say, 'There goes a person who looks as if he amounted to something.'"

"Those are good answers," said the mayor. "What is a groom?"

"He's somebody who looks after a horse," said Andy.

"That's right," answered the mayor. "A groom brushes, clips, and trims a horse. We say a beautiful, shining horse is well groomed when he is clean and neatly clipped and trimmed. George Washington, they say, was very strict about the grooming of his horses. Every horse led up to the door of Mount Vernon had to pass a test. He was rubbed with a fresh white silk handkerchief. If the handkerchief showed the least faint smudge of dirt, the horse had to go back to the stable and be groomed all over again."

The mayor laughed. "We haven't enough white handkerchiefs," he said, "to rub on all the pets here at the pet show. But we have picked out three animals that look very clean and



well groomed. Let's try the handkerchief test on them."

He unfolded a clean white handkerchief and rubbed one of the police dogs. Off came a smear of dust. Using a clean place on his handkerchief, the mayor rubbed the gray Persian cat. The handkerchief showed a dusty spot. Then he rubbed Runty. He held up his handkerchief to show to the crowd. It was snowy white. Runty won the prize!

Everybody cheered, and Runty squealed. Andy carried him proudly to the car. Runty rode home in Andy's lap with a broad blue ribbon in his collar.

"Well, I found out something," said Andy. "Grooming counts. I guess I'd better be as particular with myself as I was with Runty. If grooming helps a pig it will certainly help a boy." He smiled at his father.

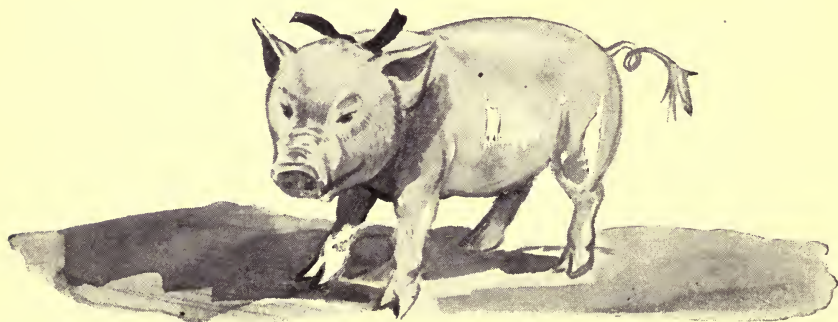


Doing Things

Learn all you can about any pet you have at home or in your classroom. Observe the way in which it breathes and moves. What kind of covering has the body of the animal? How do its teeth and its feet differ from your own? Do the animal's teeth and feet tell you anything about the kind of food it likes and the way in which it gets its food?

Learn all you can about the ways animals are judged at the county and state fairs, at cat, dog, and horse shows, and in 4-H Club contests. Read books and magazines and talk with people who like animals and know much about them. A teacher of agriculture, a Farm Bureau agent, a 4-H Club leader who raises prize stock, a dog fancier, or a good horseman would probably be glad to talk with your class about prize-winning animals.

Plan a pet show. Be sure the pets you exhibit are healthy and as well groomed as was Runty. Invite your parents and friends to the show. Write to the persons whom you would like to have judge your pets. Can you award ribbons to the prize-winners?



UNIT III

Ways to Keep Clean

Boys and girls as well as their pets show the results of healthful living and of good grooming. A good body, well kept, is something to be proud of.

If you are well groomed, you have made good friends of toothbrushes, hair brushes, shoe brushes, nail files, soap, and water. These friendly tools for keeping clean and neat help you to look and feel your best. They help you to make friends.



A Pleasant Sight

The school nurse always looked clean and well groomed whether she was in her uniform or her street clothes. Everybody liked to see her come into the schoolroom because she was spic and span. She was a pleasant sight.

If you are clean and well groomed, you should be a pleasant sight, too. People will look up with a smile when you come into a room. Being clean will help you make friends and keep them. You will be a pleasant sort of person to have around at school, or at Jane's birthday party, or at the dinner table at home.

It isn't hard to be clean. All you need to do is to form the habit of good grooming. It will soon be as easy for you as putting one foot down after the other when you walk. You will find you do not forget to keep clean.



Clean Face and Hands

One of the first things we think a well-groomed person should have is clean hands. Hands, of course, pick up a lot of dirt in a day. They get it from baseball bats, and skates, bicycle wheels, and such things. They may have handled something used by a person with a cold. In that case there may be cold germs along with other dirt. Hands need to be washed many times during the day.

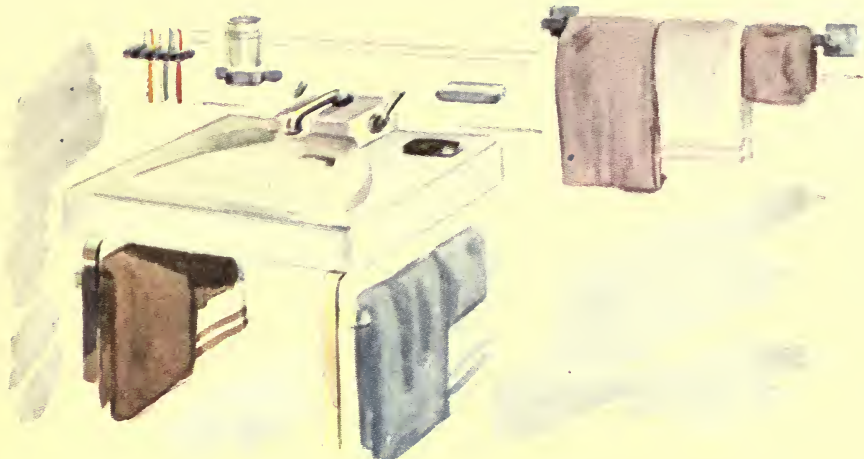
To do a good, thorough job of washing hands, you need to let water run into the bowl. Always use warm water if possible. Wet your hands. Wet the soap and rub it over your hands two or three times. Rub your hands together and in and out until you have a lather like whipped cream. Then rinse off the lather and dry well. Hands which are not well dried may chap. When you have washed your hands leave the washbowl clean for the next person to use.

There are certain special times for washing the hands. A clean person always washes his hands before eating so that he will have clean fingers to carry food to his mouth. A clean person always washes his hands after going to the toilet.

Your fingernails probably will need some attention. Look and see if there is dirt under your nails when you wash your hands. The nails can be cleaned best when the dirt under them is wet. A good way to clean them is with an orange-wood stick. Orangewood is smooth, without any splinters. It isn't hard enough to hurt the soft skin under your nails, but it is stiff enough to get out the dirt.

Your nails should be filed or trimmed until they are about even with your fingertips. At this length they are useful to you in picking up small things from a smooth surface, like a piece of paper from a table. If they are bitten and chewed down, they make your hands ugly and clumsy. Stubby fingers with bitten nails are not much better tools than dull jackknives.

Do you wash your face thoroughly with soap and warm water or do you just splash a little water on your face and rub the dirt off on the towel? In the morning and at night when you wash your face, remember to wash your ears and neck. They get their share of dirt and need their share of soap and warm water. Don't be satisfied to wash new dirt from your face and leave old dirt on your neck and ears. Look out for dirt at the edge of the scalp.



The nose also collects dirt. Particles of dirt are drawn into the nostrils with the air we breathe. In taking proper care of the nose, use a clean handkerchief each day, and blow the nose gently.

Use your own washcloth and towel. They should be your own just as you have your own toothbrush. One way to be sure that you are always using your own towel is to have a colored one and hang it on your own towel rack. Then always dry your hands on your own blue or pink towel. Or, if the towels are all white at your house, you may have a colored clip clothespin to mark your special towel. If everybody in the family uses the same towel, it is easy to pass illnesses like colds along from Jimmy or Susy to all the rest of you.

Keeping Your Skin Clean

Part of good grooming is keeping your skin clean. If you look at the back of your hand through a magnifying glass, you will see that it is not really smooth and flat. It is full of little pits called *pores*. At the bottom of each pore is a little sac called a sweat gland.

The sweat that stands like dew on your upper lip or streams over your forehead in a stiff game of ball comes from these little sacs. In summer the sweat glands make enough sweat to help cool you off. In winter they make less, but they keep at work.



Sweat contains some of the waste products from your body. In tightly covered places like armpits, it is likely to have a very unpleasant smell. That is why frequent bathing is part of good grooming. You want to be sure that you have a pleasant smell. You should have a full, soapy bath with warm water at least twice a week. If you can bathe every day, so much the better, especially in hot summer weather.

There are other little sacs underneath your top skin, as well as the sweat sacs. These are oil sacs. They lie at the base of each hair. They make oil and pour it out along the hairs to keep them soft and smooth. The oil sacs are all over your body. The oil helps keep your skin soft and smooth, too. But after a while you need to wash the extra oil away. You need to bathe it off your body and shampoo it off your hair.

Special Care for the Feet

Feet are another tightly covered part of the body that need special attention. There are a great many pores and sweat glands in the soles of your feet. They seem to keep busy all day long. To keep well groomed and pleasant to other people, you must have clean feet. Bathe them every day with warm, soapy water if you

can. Perhaps you can suds out your stockings and rinse them just before you go to bed. Then you can start the day with fresh feet and fresh stockings and be sure that your feet are a part of your good grooming program.

The nails of the toes, like those of the fingers, need to be kept clean and trimmed. Cutting them square across will prevent ingrowing toenails. A good time to care for the feet is just after you have had a bath.

Shampooing Your Hair

Clean, shining, alive-looking hair is one of the pleasantest things about a well-groomed person. To keep the extra oil washed off your hair and the dirt and dust washed off your scalp, you should have a shampoo about once in two weeks. If your hair is very oily, you will do it no harm to wash it more often.

A good, sudsy shampoo is lots of fun. You should make a rich, thick lather with good soap in a bowl of warm water. Then squeeze your eyes shut to keep out soap, dip in the top of your head, and go to work, with your fingertips as scrubbing brushes. Get the lather well into your hair and down to your scalp. Use enough soap to make your head look like a snowball.



Then rinse your hair in several waters. Keep rinsing until the last water looks clear. You may like to pour the rinse water over your head with a cup. Then dry your hair on a thick, warm towel as well as you can and finish drying it in a warm room or in the warm sunshine.

Be sure to scrub your brush and comb when you shampoo. Dip them in good sudsy water. Use the brush to wash the comb, and the comb to wash the brush. Then rinse them well and dry them. Put them in the sun to dry if you can. It is well worth while to keep the comb and brush clean.

Doing Things

Choose a boy in your class to demonstrate a thorough job of washing hands. Compare his method with that explained in your textbook.

Make a chart of toilet articles. You may use pictures or miniature articles attached to heavy cardboard. Label your chart: "I Must Have My Own —"

Keep your own comb and nail file in a clean place at school or carry them in cases.

Discuss the plan your class follows for washing hands after going to the toilet at school, and before eating lunch. Are there ways in which your plan can be improved? If water does not come to your washroom through a faucet, how can you wash your hands under running water?

Draw pictures of a nail brush, an orangewood stick, a nail file, and manicure scissors. Explain the use of each in caring for your nails.



Remember that paper towels and toilet tissue never should be wasted. If you do not have a plentiful supply of paper towels, cut each towel in two. Small towels are much better than none.

The boys and girls in one small rural school made a holder for toilet tissue and a rack for rolled paper toweling. They made these articles of wood, painted them white, attached them to the walls, and put them to work. Try to solve your own problems of cleanliness at school as well as these children solved theirs.

Read about children in other lands and talk over in class their cleanliness habits. Find out how their ways of bathing differ from yours. Do the people in all lands have plenty of water? Look for some good habits in all the peoples of whom you hear and read.

Learning Words

Use each of these words correctly in a good sentence:

articles
attached
compare

manicure
method
miniature

plentiful
thorough
tissue



UNIT IV

Teamwork for Cleanliness

Teamwork is needed if you are to keep cleanliness about you. Mother and children have to form a working team to keep the home clean. The teachers, the janitor, and the children must work together to keep the school building clean.

Keeping the town or city clean is a big job of teamwork that takes in everybody from the mayor and the health department to fourth graders in school. Everybody needs to do his part.



The Drake Family's Team

Phil and Ruth Drake had heard Miss Mason read the story about the children who sent their mother a bill for running errands and helping at home. One night at supper they told the story.

Mrs. Drake laughed. "No one in this family has sent me a bill yet."

"We have a family team to do our work," said Mr. Drake. "Each one does his own part and we help one another. Teamwork makes our jobs easier and it makes us better citizens, too."

Phil and Ruth were glad they belonged to the Drake Family's team and always did their share of the jobs at home.

Washing the Dishes

It is fun to wash dishes with clean hands, clean white towels, a snowy dish mop, lots of hot water, and thick creamy suds. Ruth and Phil always washed the supper dishes. Ruth washed and Phil dried.

First Ruth washes the glasses, going carefully around the rims with the dish mop, and Phil

dries them with the towel. Then Ruth washes the knives, forks, and spoons. She is especially careful to get forks clean between the tines. She pours clean hot water over them to rinse them, and Phil wipes them dry.

Then they wash and dry the cups, saucers, and plates. Ruth washes them in suds and rinses them well. Then they wash the pots and pans. Ruth washes out the mop and hangs it up to dry. She washes out the dishpan and the sink, and the job is done.

Cleaning the House

Phil and Ruth are good helpers in the bathroom, too. "Mother teaches us to hang our towels up straight, and to spread our washcloths out to dry," said Phil. "She doesn't want us to splash the water when we wash or bathe."

"We scrub out the tub after we bathe, too," said Ruth. "Mother says a black line isn't a pretty decoration for the tub."

The Drake children take care of their own rooms. On school mornings they do not have time to do much. But they open their beds when they get up and lay the covers over a chair at the foot. Mrs. Drake makes the beds after they have aired. Phil and Ruth hang up their



nightclothes and put away their slippers. They never leave a messy heap of yesterday's clothes on the floor. They hang things in their closets on hooks.

On Saturdays they help their mother make their beds clean and fresh. They take off the bottom sheet and remove the pillow case. Then their mother helps them tuck in last week's top sheet firmly and tightly around the mattress. They spread on a crisp, clean top sheet and tuck it in at the foot. The blankets go on next, tucked in at the foot. Then they fold the hem of the top sheet back over the blanket to keep the edges of the blankets clean. A spread goes on over everything. And with a fresh pillow case, their beds are ready for another week.

They take up the rugs and shake them outdoors. They dust the floors and the furniture. Then they go out to play. They come in hungry at noon, ready for egg and lettuce sandwiches, vegetable soup, milk, and molasses cookies for lunch.

Boys and girls can do many things to help keep their homes clean and orderly. Some cleanliness is for health. Some of it, like good grooming, is for looks. Most of it is for both. Sparkling glasses and dishes are good to look at and healthful to eat from. Neat, shining bathrooms furnished with your own towels help to keep you well.





Teamwork at School

"Let's do all we can this year to keep our school building and grounds clean and in order," said Miss Mason one morning. "If you learn to be a good school citizen, you will be more useful to the community."

"It will be a help to Mr. Hodge if we try to keep our classroom clean," said Andy. "Cleaning this school building is a big job for a janitor."

"Sometimes we make extra work for Mr. Hodge, because we are not careful," said Mary.

"He should not have to pick up things we leave or hunt for clothes we lose. We should take better care of our own things."

Coatrooms and Playground

"That's a good idea," said Miss Mason. "Let's make Mary chairman of a committee for the coatroom. She may pick four helpers. They might make stickers and write Mary, Joe, Andy, Phil, and all the other names on them. They can paste the stickers under the hooks in the coatroom. Then each of you will know where your coats and hats are to hang. You can set your rubbers under your own hooks. Mark your names in them and there ought to be no more lost clothes. Who has another idea?"

"We should keep the playground clean," said Andy. "We ought to put paper, sticks, broken glass, and things in the big rubbish can. That will help Mr. Hodge. And it may keep us from getting hurt if we fall down."

"I like that idea, too," said Miss Mason. "Andy will be chairman of the playground committee. He may pick out four helpers, too. But this doesn't mean," she laughed, "that only Andy and his helpers are to put rubbish in the can. Let's all do our bit at picking up things."



Desks and School Building

"We can be careful not to drop scrap paper on the floor here in the room," said Ruth. "We ought to pick up any crumpled wads of paper and put them in the wastebasket."

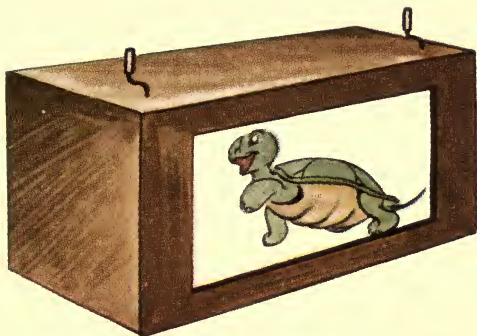
"Yes," said Miss Mason. "I think everybody should be on the wastebasket committee."

"There is another thing," Miss Mason went on. "We should be as neat as we can with our desks. Once in another school I had to get some books from the desk of a boy who was sick at home. What a collection of things I found! There were little wads of paper, a dirty handkerchief, two or three rusty pen points, the cap of a thermos bottle, and a dried-up jelly sandwich."

Everybody began to laugh. Heads ducked down to look into desks. Hands began to come out filled with old paper and trash. Miss Mason laughed, too. "Let's all be on the desk committee," she said. "Form a procession and march past the wastebasket, and then let's promise to keep desks tidy and cleared out. I like to see a neat, clean schoolroom. I'm sure that this class is good at teamwork.

"There is one other committee we must all join," Miss Mason added. "Everybody must do his best to keep the toilets clean and leave the washroom neat. That too is a part of good teamwork."





Thinking and Talking Together

What are the good things about teamwork? Talk over in class the reasons why you like to be on a team.

Compare the teamwork of Miss Mason's class in keeping the school building and grounds in order with that of your own class.

Describe ways in which you help keep your house clean.

Doing Things

Make moving pictures of Ruth and Phil washing and drying the supper dishes, and helping their mother make their beds on Saturday.

You probably have a good way of your own of making a movie. Perhaps you paste pictures on a long strip of paper and fasten each end of the strip on a round stick like a piece of broom handle. Two children handle the rollers to show the pictures as another child describes the scenes. This is the easiest way to make a moving picture. A nicer way is to have your pictures pasted on cloth (strips of old

window shades, perhaps) and to let the pictures move through a box which has a "window" of the right size to display each scene well. Make your movie as attractive as you can.

Find out all you can about the kinds of dishes used by boys and girls of other lands. Books and magazines of travel, a visit to a museum, talking with travelers, and some motion pictures which you may have seen will help you. Model interesting dishes from clay or Plasticine. Draw pictures and color them. Prepare an exhibit of your dishes or drawings and add them, correctly labeled, to your classroom museum.

Test Yourself

Can you answer "Yes" to each of these questions?
Do not write in this book.

1. Do you help your teacher and janitor to keep your classroom and school building clean and tidy?
2. Do you do your part to keep the school playground free from paper, sticks, broken glass, and other rubbish?



UNIT V

Trips about Town

Probably there are some parts of your town that you specially like. They are very likely the cleanest parts of the town. You like to have your school building and school grounds clean. You like to see every place in your town well kept.

This housekeeping in a town, city, or county means many things. Markets and dairies must be clean. Streets are kept clean. There is plenty of clean, safe water for everyone. The government sees that a town or city has good housekeeping.



Keeping the Town Clean

In talking about plans for the year with Miss Mason, the members of the class made a list of places in town they wanted to visit together.

On their trips the boys and girls saw how their town was kept clean. They talked about the different ways this work was done.

Miss Mason told them that the Board of Health was part of the town government. The health officer and his department worked with the department of streets, the police, the water department, the fire department, the schools, and the citizens in keeping the town clean and safe.

One fine fall day the class took a long excursion to see the reservoir which supplied the whole town with water for drinking, cooking, and washing. The reservoir was really a small lake with clean shores and a big dam to hold the water back. The children walked around the reservoir and looked into the pumping station. Everything was clean and neat. The men in charge told them about the way filters kept the water clean. The water was often tested, so that people might be sure it was pure.

Each morning the streets of the town were cleaned by sweeper trucks and by men going around with push cans on wheels. They swept the streets with big brushes, took up the dirt in big dustpans, and dumped it into cans.

Sometimes the big sprinkling truck went through the streets to wash away the dust and give the pavement a thorough cleaning. In winter snow had to be cleared away, so that walking and driving would be safe.

All the rubbish was hauled away to be burned. On street corners and in the parks there were cans marked RUBBISH. The children were careful to put waste paper and fruit peelings into these cans.

All the people in town were expected to set their covered ashcans and garbage cans outside their houses at a certain time. Then men came to empty these cans into the trucks. The ashes were dumped into a swamp to fill in the land.

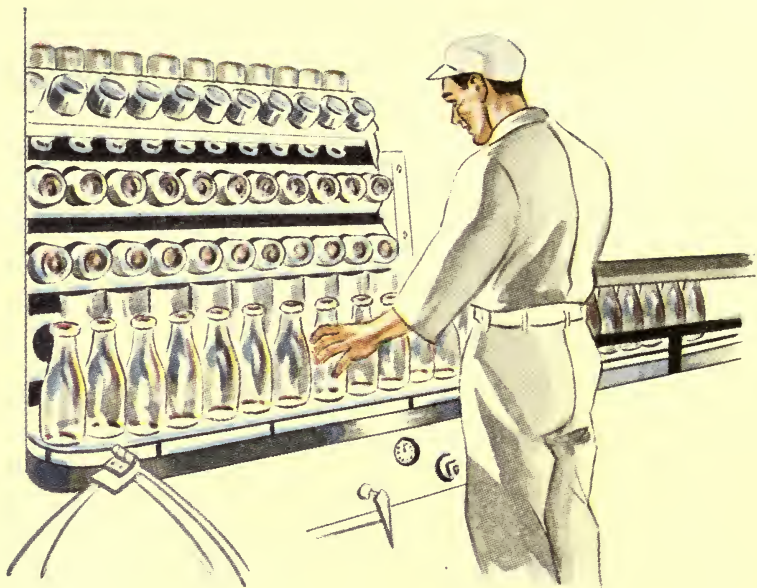
The garbage was burned in the town incinerator. This was done to help keep away flies and other pests, which like a dirty town better than a clean one. If one person on a street does not keep his place clean, it makes it harder for all the other people who want their streets, houses, and stores to be free from dirt.



A Visit to the Dairy

One morning the school bus took Miss Mason and the children on a long trip to a big dairy. There were nearly one hundred cows standing in a clean, airy barn. The floor was washed with running water from the hose every day. Before the cows were milked, they were washed, so that no dust or dirt would get into the fresh milk.

All the men working in the dairy wore white clothes. They scrubbed their hands with warm water and soap before they began to milk the cows. Their milking pails and the big cans had been washed and steamed before milk could be put into them. The children saw hundreds of bottles being washed in machines with whirling brushes and being steamed in big tanks. After the bottles were filled with pure milk, clean caps were put over the tops of the bottles.



The dairyman told the class the milk was kept safe in the dairy, because everything there was clean. He showed them the way milk was cooled and stored before the bottles were loaded on trucks and delivered to stores or to houses. Just then a milk wagon came back with empty bottles to be washed.

The milkman told the children they should always take the milk off the doorstep the first thing in the morning and put it into the icebox quickly. The men gave each child a drink of fresh, cold milk in a clean paper cup just before they left the dairy to go back to school in the bus.

Good Foods at the Market

"Peggy's father has invited us to see his market," said Miss Mason one morning. "Mr. Burns is manager of the big food store a few blocks from the school. Today we'll make our plans and tomorrow we'll get to the market early, before Mr. Burns is too busy."

The next morning Mr. Burns met them at the door of the market. It was easy to see that he was proud of his store.

"What a clean market it is!" Ruth exclaimed.

"Yes, it is!" said Mr. Burns smiling. "Our market gets 'A' in cleanliness."

"Do you have a report card?" asked Mary.

"Oh, yes! I have a report card rather like yours at school. You are graded in English,



spelling, and arithmetic. I am graded on different kinds of things. The city sends men to see if the market is built with good walls and floors. They look at the refrigerators to be sure they are cold enough to keep food well. The inspectors find out what I do to get rid of mice, rats, and waterbugs. They want to know if there are good sinks and drains in this market."

"And did you make 'A' in all these things?" asked Phil.

"Yes, this is an 'A' market. Not all cities grade their food stores. In this city any mother can find out whether her market is 'grade A' or 'grade B.' It's a good thing to know. Now, Miss Mason, what does your class want to see?"

"We want to see all the things that are good for us to eat," said Miss Mason. "And we want to see how you keep food clean and fresh."

Milk, Butter, and Cheese

"Then we'll begin with the dairy counters," said Mr. Burns, "because there isn't any food in the market for boys and girls that is better than milk."

They filed past long, white, glassed-in counters. The counters were full of tall bottles of milk, squatty bottles of cream, big wooden tubs of

butter, and white trays heaped with cottage cheese. There were square blocks and round blocks of white and yellow cheese.

"Notice that all these dairy counters are electric refrigerators," said Mr. Burns. "They keep the milk and butter cold and fresh. Everything you see in these counters is good for you. The milk and the cheese are foods that help you grow and help to mend the worn-out parts of your body. They make good bones and teeth for you, too. The cream and the butter are foods that help keep you warm and give you energy for work and play."

Eggs at All Seasons

The group came to the egg counter next. There was a big sign that said, COLD STORAGE GOODS SOLD HERE. "Do any of you know just what a cold storage egg is?" asked Mr. Burns. Nobody answered.

"Well," said Mr. Burns, "hens are like the rest of us. They like a vacation once in a while. When hens are on vacation, they don't lay many eggs. But we like to use eggs all the year round, whether the hens are having a rest or not.

"Some time ago," Mr. Burns went on, "somebody had a bright idea. When hens are at work,

laying lots of eggs, the price of eggs is low. When hens are laying very few eggs, eggs cost more money. This man with the bright idea bought a lot of eggs when the price was low. He kept them cold. Then when eggs were scarce and high-priced, he brought out his stored eggs and sold them. People were glad to get them. They were good, and they did not cost so much as fresh eggs."

"Then cold storage eggs are just eggs that have been kept cold," said George.

"Exactly," said Mr. Burns. "Cold storage eggs are just as good food as fresh ones. It is now possible for you to have good eggs all the year round. You can eat fresh ones when the price is low, and storage ones when the price is high. You need an egg every day or two."

"Do eggs help us grow, too?" asked Ellen.

"They help you grow, and they help your blood to do its work, too," explained Mr. Burns.



Meat and Fish

Mr. Burns moved on to the meat counter. "Here is something more to make good blood and to help you grow." He pointed to a tray of dark red slices of beef liver.

In a glass case there were trays full of juicy red steaks and chops. There were roasts, tied up for the oven, and chickens ready to stuff and bake. There were hams, and loaves of cooked meat. In another case there were oysters, clams, and other shellfish. In beds of cracked ice lay whole fishes and slices of halibut, cod, and salmon.

"These counters are all refrigerators, too," said Mr. Burns. "If meat and fish are to taste fresh and good, they must be kept icy cold until they are cooked or preserved. We have some meats and fish that have been dried for people who cannot use them promptly. You should have a small serving of meat, fish, or poultry every day. These foods make you grow, too."



Labels on Cans, Boxes, and Bottles

The children passed on to look at the shelves of canned food.

"Are canned things good for us?" asked Phil.

"They certainly are," answered Mr. Burns. "Canned fruit, canned vegetables, canned milk, canned meat, and canned fish are all good for you."

"I wonder whether Mr. Burns would tell us about the pure food laws," said Miss Mason.

Mr. Burns thought a moment and then began to explain how canned food is protected. "People who put up canned food must be careful to select good, clean, fresh food and to can it the right way. The government has inspectors who visit canning factories. They examine all kinds of canned fruit, vegetables, meat, and milk to be sure you get food that is clean and good.

"The pure food laws make a canner or a bottler use labels that say just what is in each can or bottle. That is why you want to learn to read labels on cans and packages. Now let's go on and see more of the market."

The group went past counters full of dried peas and beans. Mr. Burns told them that these were very good foods to help the body grow and mend its worn-out parts. There were shelves of



tempting prunes, raisins, dried apricots, peaches, apples, figs, and dates. Mr. Burns said these dried fruits were fine for making good blood.

The Bakery Counters

When they came to the bakery counters Mr. Burns said, "These foods are mostly for energy, although whole-grain bread gives you a lot of other good things, too. A few years ago people ate only white bread. Now they know that dark bread is good for them, too. I always keep rye bread, graham bread, whole-wheat bread, cracked-wheat bread, and oatmeal bread on the market counters."

"See how all the bread and cakes are covered from dust and dirt," said Miss Mason. "They are in closed counters, or they are wrapped in waxed paper or cellophane."



“Yes,” said Mr. Burns. “I like to sell clean food. I know that this baked food is clean, for I have visited the bakeries where it is made. Everything is as spick and span as your mother’s kitchen. It is the rule of these bakeries that no hands shall touch any materials that go into the bread and cakes they make. Clean, bright machinery does everything, from mixing the dough to shaping, baking, and wrapping the loaves. We’ll take a look at the vitamins next.”

A Vitamin Exhibit

“Can we really see the vitamins?” asked Ellen.

“No, but you can see the foods that have vitamins in them,” said Mr. Burns. “Of course, you have already seen many foods rich in vitamins on the market counters.

"I'll put in a good word for vitamins," said Miss Mason. "They help protect you from sicknesses, they help you grow, and they do all sorts of good things for you."

"Well, there they are!" Mr. Burns waved toward the vegetables and fruits. Then he went to another counter and brought back a few bottles of cod-liver oil and halibut-liver oil. He put the bottles in a row behind the stacks of fruit and vegetables.

"Now all the vitamins are here," said Mr. Burns. "Your body makes vitamin D in the summer when the sun shines on your bare skin. In the winter you get your best supplies of this sunshine vitamin in cod-liver and other fish-liver oils. Don't forget your teaspoonful of oil every day in the cold weather when your skin is covered with heavy clothes."



Banked up on the vegetable counter were bright colored carrots, dark red beets, pearly green cabbages, crisp white celery, heaps of spinach and lettuce, brown-skinned onions, heads of cauliflower, and stacks of potatoes.

At the fruit counter there were oranges and pale yellow grapefruit, red bananas and yellow ones, red-cheeked apples, and grapes, berries, peaches, pears, plums, and melons.

"We keep electric fans with paper streamers blowing over the fruit to scare away flies, if any get in in spite of the screens," said Mr. Burns.

Fruit for Dessert

The children were back at the front door, ready to return to school. "Most people have to pay to get out of this market," laughed Mr. Burns. "But this time I'm going to do a little paying myself." He took the lid off a big box of red apples. "Take one as you go past," he said to the children. "Take the apples back to school for dessert with your lunch. Wash them well under a tap before you eat them."

The children thanked Mr. Burns for the apples and for the good time they'd had visiting his "A" market. And everybody washed his apple before eating it.

Doing Things

Try to visit a food market with your class or your mother. If you cannot visit a real market, arrange a market in your classroom. For foods you may use colored drawings or cut-outs from magazines. Better yet, you may be able to display on a certain day real fruits, vegetables, and other foods which you can later eat for lunch. Empty cereal boxes and the emptied cans of milk, vegetables, fruits, meats, and fish may be on your shelves.

Study carefully the standards for an "A" food market like that of Mr. Burns. Make out a rating card and rate your classroom market. Could any market rate 100% without refrigeration?

Draw simple product maps of the countries from which the foods mentioned in Unit V may have come. If you have extra time, you may like to study the trade routes which have brought them to your markets.

Learn what you can about the government of your city, town, or village. Make a list of the departments of the government and make a brief statement about the work of each department.

Take a trip to the public water works. Plan your visit in advance and write to the head of the department to ask permission to make the visit at a time convenient for the workers.

Test Yourself

Choose from the list below the word or group of words needed to make each sentence complete and true. *Do not write in this book.*

1. The police, the water department, the fire department, the schools, and the — work with the — — to keep the town — and safe.
2. Water can be kept clean and safe by —. Water should be — carefully so people may be sure it is pure.
3. Ash cans and garbage cans should be kept —.
4. A place in a town where garbage is burned is called an —.
5. Milk pails and cans at the dairy farm were — and — before milk was put into them.
6. The government — canned food by having — visit canning factories.
7. Everyone should learn to read the — on cans and packages in which foods are sold.

health department

clean

filters

covered

washed

tested

incinerator

steamed

citizens

labels

inspectors

protects



UNIT VI

Choosing the Best Foods

Two white rats, Samson and Sweet-tooth, came to live in a fourth-grade room. They were lively and friendly little animals. All the children were glad to help care for them. Everyone treated them kindly.

These two rats were given different kinds of foods. Samson drank lots of milk. Sweet-tooth had plenty of sugar but no milk. Do you suppose one rat grew better than the other? Do you think growing boys and girls need certain foods?



White Rats on a Diet

Samson and Sweet-tooth were two white rats that lived in cages in the fourth-grade room. They had soft white fur, bright pink eyes, straight backs, strong legs, and perky, pinkish ears. They were lively, friendly twin brothers. Miss Mason brought a special scale to school and showed the children how to use it. Peggy and George helped weigh Sweet-tooth and Samson. They weighed exactly the same.

"Old Shep and Frisk drive all the rats out of our barn," said Andy. "Father says we don't want rats there, because they eat the grain that belongs to the cows and horses."

"Yes, but white rats are different," said Joe. "Nobody wants old gray barn rats around. And nobody wants dirty house rats around, either, to chew up food. But white rats are all right. They are clean and friendly. Look! Samson will come up and eat a bite of cooky from my fingers."

It was lunch time. Everybody crowded round and wanted to feed Samson and Sweet-tooth. Each day two children were chosen to feed them.

"I'm sorry, you cannot feed them," smiled Miss Mason. "Samson and Sweet-tooth are going on a diet. We shall keep one in one cage, and the other in the other. They are both going to have all the salted cornmeal they want. Beside that, Samson is going to have all the milk he will drink, and Sweet-tooth is to have all the candy he wants. His candy will be white sugar with a little water."

"Sweet-tooth is lucky," said George.

"Let's wait and see," said Miss Mason.

The children took turns cleaning the rat cages every morning. They used soap, warm water, and a little scrubbing brush. They put in bits of clean, torn paper every day. Sweet-tooth and Samson crawled under the paper scraps and used them for blankets if they felt chilly. Every morning the rats got a fresh supply of food and water. Every Friday they were weighed.

Candy or Milk

Sweet-tooth and Samson were not big enough to be weighed by pounds. They were weighed by *grams*. It takes about four hundred and fifty grams to make a pound.

Three weeks after the diet began, Samson had gained thirty-five grams. Sweet-tooth had lost

two grams. Yet they had weighed just the same at the beginning. Samson had drunk milk for three weeks, and he was growing into a big, healthy rat. His eyes were bright and his fur was smooth, white, and glossy.

Poor Sweet-tooth looked quite different. His fur was yellowish, and it was rough and dry. He just picked at his food without much appetite. A good deal of the time he crawled into a corner and curled up there. He watched Samson climbing around and swinging from the top of his cage to drop among the papers. Sweet-tooth looked as if he thought, "Oh, Samson! It makes me tired just to look at you scampering around!"

Sometimes Sweet-tooth would stir around and scratch all the cornmeal out of his jar. "He



acts as if he hoped he could find something better to eat," said Ellen. "I don't think he's been so very lucky, having all the candy he wants. He doesn't seem to want any now, anyway. May we take away his candy, Miss Mason, and give him some milk?"

"Yes, let's try a change of diet for him," said Miss Mason.

The children took Sweet-tooth's food jar out of his cage and washed it thoroughly. They put it back with milk in it. Sweet-tooth dipped his nose in the milk and drank. He looked up in a minute, with his whiskers dripping, and blinked his eyes at the children. Then he dipped down and drank again.

The next Friday Sweet-tooth had gained three grams. The children kept on giving him milk. A week later he had gained seventeen grams. His fur began to look white and smooth, and sometimes he frisked about his cage. His eyes were bright and sparkling.

"Milk is a good food for growth," said Miss Mason. "It makes strong bones, teeth, and muscles. Candy is not a growth food. It is only a fuel food. It makes heat for the body and energy to make it go. Sweet-tooth has shown you that there isn't any growing done on candy."

Meals for the Day

You have by now learned a good deal about foods. Corn meal and sugar would keep you going for a while; but to grow you must have such foods as milk, meat, fish, and eggs. If you are to keep well you need plenty of fruit, vegetables, and whole-grain foods also.

Long ago you learned to eat all the good foods which your mother gave you. Perhaps you know enough about foods to plan what to have at meal time, or to choose your own foods if you should go to a hotel or eat on the train. What foods do you want to choose for your meals? What are some of the things that you must have every day? If you do not get them at one meal, perhaps you will find them in some other form at another.

You may plan for an egg in the day's food. It may be poached, or boiled, or scrambled for breakfast, or it can be dessert in a custard for dinner. There will be plenty of fruit and vegetables, both raw and cooked. Of course, there must be plenty of milk and whole-grain bread and cereals. It will be fun to pretend you can help yourselves to all the good foods in a market and plan your meals for a day.

A Breakfast Menu

It is a good thing to begin your day's menu a little while before breakfast by taking a drink of water just as soon as you get up. Then you want a good breakfast that will keep you from feeling starved by the middle of the morning.

You will probably think first of a glass of milk. Then you will think of fruit. You will want to have an orange, or an apple, or a glass of tomato juice, or a dish of prunes, or a banana. If you have a banana, you may want to have it sliced on a dish of cereal with milk.

Next you may think of toast and butter. Whole-wheat bread, graham, oatmeal, or rye bread makes good toast. Raisin bread makes delicious toast, full of good things for health.

If you didn't plan for dry cereal with a banana, you may plan for a dish of hot oatmeal porridge. Oatmeal is full of health. Perhaps you like it cooked with raisins or chopped dates. Probably you eat it without sugar and let it turn sweet in your mouth. Or you may like to sweeten it with molasses to give it some extra food for your blood. Sometimes you may plan to have scrambled egg with the other good things you put on your breakfast list.



From all these foods we might pick out enough to make one satisfying breakfast menu:

Milk

Tomato juice

Two slices of raisin bread toast with butter

Oatmeal and molasses

Planning Good Lunches

Perhaps you have a glass of milk in the forenoon at school. What will you have at noon? You will probably want to begin with a glass of milk for lunch, too.

Suppose it is a school lunch. You might have sliced tomato and lettuce sandwiches to get some of the good, raw vegetables you need. Or you might have a salad put into your lunch box in a little jar. A can of mixed vegetables from the

store with some chopped raw celery or cabbage makes a good salad. Such a salad gives you both cooked and raw vegetables. If you have a salad like that, you might have egg sandwiches.

An apple or an orange, a pear or a peach will make a good dessert, especially if you had tomato juice for breakfast. Then you would be sure of your daily raw fruit. A good lunch:

Milk

Tomato and lettuce sandwiches or

Salad and egg sandwiches

Apple

You may find that you are very hungry in the afternoon at the end of school. It is quite all right to eat a light lunch after school. Just be sure that it is something light and easy for your stomach to digest. You do not want to eat enough to spoil your appetite for dinner. Have fruit, or a bowl of graham crackers and milk.



Dinner in a Restaurant

Suppose you were going to finish your day's meals in a restaurant. From the whole bill of fare you could pick just what you want, for goodness and for health. You may say you want a chicken drumstick, mashed potatoes, and green peas. You may want macaroni and cheese with stewed tomatoes. You may like salmon salad with chopped celery in it, creamed potatoes, and green beans. Or you may choose hamburger steak, baked potato, and beet tops. Bran muffins and butter would be good with any one of these.

No matter what you have for dinner, you will probably want ice cream for dessert. Some people prefer apple sauce, or gingerbread with whipped cream, or lemon jelly and molasses cookies. What is your favorite dessert?

You will probably think of a number of other good and healthful dinner menus. Here is one more that is very good:

Milk
Cornbread and butter
Beef liver and gravy
Baked potato
Spinach
Tapioca and cream

Manners at Meal Time

Whether you eat in a restaurant or at home, you need good manners. Good manners at meals mean a number of things. First, good manners mean clean hands, brushed hair, and neat clothes. It is good manners to sit straight, too. This is not only to make you look better, but to give your stomach room to digest your food.

It is good manners to be cheerful at meals and to tell funny stories. You should chew your food well with your mouth closed. You should take small mouthfuls and drink only when you have already chewed and swallowed.

It is a good thing to remember that there are others at table. Keep your elbows down so you don't bump your neighbor, and learn to put your knife and fork down quietly so they will not clatter. It is also good manners to eat what is set before you without making a fuss. It is very impolite to push a plate peevishly away and say, "I don't like that."

Another thing to remember is to do some quiet things that are fun for a while after dinner. Wait half an hour before you have a running game. Give your stomach time to work a little on your food before you move around too fast.



Safety First

A good automobile driver is very careful of his car. He sees that only clean gasoline and oil go into the engine. From time to time he has a garage man test the brakes of his car and go over the engine to see that it is in good working order. He knows that all these things help him to drive safely. He would not think of using dirty gasoline or oil or of driving with poor brakes.

Your body is something like an automobile. You should have the right kinds of clean food and drinks that are good for you. Unfortunately there are some things that are as bad for your body as dirty gasoline and oil and poor brakes are for an automobile. These things are tea and coffee, alcohol, and tobacco.

Leave Tea and Coffee Alone

Children should not drink tea and coffee. Both these drinks contain a drug that excites the nerves. The steadier nerves of older people may not be hurt much by tea and coffee. But young nerves must be protected from these drinks. Tea and coffee may keep you awake at night. They drive away sound sleep. Even grown-up persons may be kept from sleeping soundly by drinking tea or coffee. With so many good drinks to choose from, there is no need to run the risk of harming your nerves with tea and coffee. Milk, cocoa made with milk, orangeade, grape juice, and lemonade are some of these good drinks that children may enjoy. Drinks made of fruit juices or milk will help to keep you safe and well.

Experiments with Alcohol

There are other drinks that everyone should leave alone. These are drinks like beer, wine, whiskey, and brandy. They contain a powerful poison called alcohol, which dulls the nerves and hurts the body.

Alcohol is useful in many ways, outside the body. It will dissolve the gums and oils that factories use in making paint and varnish. Paint

and varnish could not very well be made without it. Hospitals use it to clean thermometers and for rubbing lame muscles. Perhaps your mother soaks a bit of clean cotton in alcohol and uses it to wash a skinned spot on your knee. We need alcohol for many things outside the body.

Experiments were made by classes in one school to compare water and alcohol. The children wanted to learn what alcohol was like. They found that alcohol in a glass looked just like water. But they noticed that it had a very different smell.

One teacher asked one of the boys to dip a small glass rod in water, and rub the rod over the back of his hand. Then he dipped the rod into alcohol, and rubbed another streak on the hand. He found that water stayed on the skin while alcohol dried very quickly. The skin where the alcohol had been felt tight and prickly.

Then the children poured a little water on a piece of bread, and a little alcohol on another piece. The piece of bread soaked in water remained wet and soggy. Alcohol made the other piece dry and hard after a few minutes.

The class learned that alcohol dries rapidly, and that it takes moisture from things. There was moisture in the skin of the hand and in the



piece of bread before either water or alcohol was added. Alcohol took the moisture from the skin, making it feel dry and tight. Alcohol took the moisture from the bread and made it dry and hard.

Dangers from Alcohol

Doctors know that the actions of alcohol are useful outside the body, and that the same actions cause bad effects when alcohol is taken inside the body. It takes some of the valuable water from the body. At the same time alcohol dissolves a very important oil that protects the nerves. Thus when people drink beer, wine, or cocktails, the alcohol in these drinks dulls the nerves. If people are tired or worried, the alcohol makes them forget their troubles. But when the body has gotten rid of the alcohol, the worry and tiredness are still there, worse than before.

The alcohol in one cocktail may make the person who has drunk it unable to think or act as quickly and wisely as he could without it. He



is likely to make mistakes in his work, and his judgment is poorer.

Because alcohol dulls the brain, people who drive automobiles should never drink it.

The bus driver does not use drinks containing alcohol, because he is guarding the lives of his passengers. He must be able to see the road ahead clearly. He must see the color of every traffic light distinctly. His mind and body must act together quickly. He must not run into people, trees, or other cars. When a man wants to be sure of himself, he cannot use alcohol.

Safety and good work require quick, careful thinking and acting. Drivers of automobiles, airplane pilots, railroad engineers, captains of ships, and others depend on steady nerves and clear-thinking brains to do their work. The lives of others depend on the ability of these men to think straight and act quickly. For these reasons the people chosen for such jobs are men who never drink beer or wine or anything containing alcohol.

In high school and college the athletic coaches train boys to play baseball, football, and basketball, and to take part in other sports. One of the reasons for this training is the good health it brings to the boys. A player on a team should be able to do his best at all times both for himself and for the team. He must never take beer, wine, highballs, or cocktails.

You are learning how to live the health way. For this reason it is important to know the effects of alcohol. These are some facts to be copied in your health notebook:

Alcohol keeps a person from thinking straight.

Alcohol causes one to make mistakes.

Alcohol keeps one from doing his best.



Effects of Tobacco

Tobacco is another thing to leave alone until you have grown up. Tobacco has a strong drug in it, a drug that keeps children from growing as they should. Human bodies do not like tobacco. They say so as plainly as they can. The first time a person smokes a pipe or a cigar, his body says, "Please, take it away." The poor smoker feels dreadfully ill. He turns a greenish-yellow color. The room he is in seems to spin around him like a dizzy merry-go-round.

Tobacco, like alcohol, is sometimes useful outside the body. Gardeners use it in spraying plants. They know it is strong enough to kill some of the insects that eat their plants. Sometimes tobacco is mixed with fertilizer and put into the ground around plants. The plants leave it alone. But insects in the soil eat it and die.

Tobacco can be a friend and protector for plants. It is neither a friend nor a guardian to smokers. The coach at the high school will tell you that he does not allow the members of any of the school teams to smoke. He knows that the football, basketball, and baseball players, and the members of the track team, too, must always be ready to do their best.



Thinking and Talking Together

Describe Sweet-tooth and Samson as they were when the children first saw them. Tell what you yourselves know about white rats as pets.

Compare the way in which Miss Mason's class cared for the rats with the way in which you care for any pets you have at school or at home.

What was the difference in the diet of Sweet-tooth and Samson?

How did the children find out whether the rats were growing?

What changes did the children note in the rats' appearance and behavior after three weeks' time?

Tell about the change in Sweet-tooth's diet and the results of this change.

Name two things you have learned about milk and about sugar as foods.

Have a class discussion upon the subject of foods that different animals like best.

Talk with classmates as though you were having a pleasant dinner together. Remember all the ways of making a mealtime pleasant. Who can tell the most interesting or amusing story?

Doing Things

Bring to class samples of the seeds of grains, such as corn, wheat, oats, rye, buckwheat, and rice. Put the seeds into small glass jars, carefully labeled for an exhibit.

Study about kinds of flour. Find out the difference between white flour and whole-wheat, entire-wheat or graham flour.

Grind some wheat grains as fine as you can in a small coffee-grinder. What kind of flour have you made? What are the little pieces of the seed coats called?

Sift the dry flour you have made through a piece of cheesecloth stretched over a box. You have whole-wheat flour in the box and bran on your cloth sieve. Put some of each in small glass jars and add them to your exhibit.

Bring a little fine white flour from home and compare it with the whole-wheat flour you have made. Is your flour darker? The darker part of the flour would have been used up by the young plant if the seed had been allowed to sprout. Does this help you to see why you are asked to eat some whole-grain foods daily?

Make a class recipe book. Include in it only simple recipes of foods that you yourself can learn to prepare.

Pretend you are taking a long train trip and that you may order anything you wish to eat. Make out your menus for breakfast, dinner, and supper. Discuss these menus and write the best ones on the board.

Study and discuss the foods especially liked by the peoples of some other lands. You may want to prepare and serve one of these foods, such as boiled rice.

Test Yourself

Select the right ending to make the statement complete and correct. *Do not write in this book.*

1. Coffee

- (a) quiets the nerves.
- (b) makes you grow.
- (c) may keep you awake at night.

2. Alcohol is useful

- (a) in dissolving gums and oils.
- (b) in beverages.
- (c) in helping one to think straight and act quickly.



UNIT VII

Taking Care of Your Teeth

You have teeth for doing three kinds of work — cutting, tearing, and grinding. Besides being useful tools, good teeth add to your attractiveness and help you to speak clearly.

Your teeth are living parts of your body. They need good food and proper care. Like all other parts of your body, they are made of the foods you eat. To care for them properly, you must keep them clean and have them examined often by a dentist.



Planning for Safety

The fourth grade had made a plan for tooth safety. It was a plan to see that nothing serious happened to their teeth. Everyone had agreed to go to the dentist at least once between September and June. When the dentist finished everything which needed to be done to their teeth, he gave John or Mary a certificate.

The children often talked about their plan for tooth safety. One morning the class found a booklet about *Taking Care of Teeth* on each desk. They took turns reading aloud from the booklet to find out more about teeth and their care. This is what they read.

Different Kinds of Teeth

If you were a dog or a cat, you would have many long, sharp teeth, pointed like daggers. They need teeth like this for tearing up meat and pulling it off bones.

If you were a horse, you would have strong, hard teeth with flat tops. Horses need teeth like this for grinding up grass, hay, and grain.

If you were a beaver, you would have teeth made for cutting down trees. You are neither a dog, nor a horse, nor a beaver, but you have teeth somewhat like all three of these animals. A boy or girl has teeth that can cut, teeth that can tear, and teeth that can grind. If you think of the different kinds of food you eat, you will see why you need all three kinds.

When you are fully grown up, you will have thirty-two teeth. You probably have twenty-four now. Perhaps you have twenty-eight. You have cutters in front. They can snip off the end of a stalk of celery as neatly as any pair of scissors. Next to the cutters are tearers, long and sharp. They help you to tear meat apart when you eat it. Back of the tearers are crushers or grinders. The upper and lower sets of teeth should fit into each other as neatly as the parts of the kitchen food chopper.

You remember that the baby teeth help guide the second teeth into good position. This makes it important to take care of the baby teeth and to keep them until they are ready to come out.





Suppose somebody asked you, "What are teeth good for?" You would very likely answer that teeth are for chewing food. You would be right. But there are other uses for teeth, too.

One use of good teeth is to make you better looking. A smile that shows a row of straight, firm, shining, white teeth is pleasant to see. Gaps in a row of teeth are not beautiful. Too many gaps in the row can change the whole shape of a face. Every face needs unbroken rows of teeth which fit together well. They improve the shape and expression of the face.

Did you ever stop to think how much you use your teeth in talking? Do you remember how funny some words sounded when you lost your baby front teeth? Try making the sounds "th" and "f." See if you can hold your lips and tongue away from your teeth while you form the letters. Can you make the sounds clearly? What other sounds do your teeth help to shape?

Visiting the Dentist

Your teeth chew your food, help to make you better looking, and help you talk. Since you know that your teeth have three good purposes, you will want to be sure to keep them. You want to have them in good condition. How are you going to do this?

One of the most important things to do for your teeth is to visit the dentist often. The dentist, like the family doctor, is one of your best friends. He likes to see a mouth full of straight, clean, white cutters and grinders. He does not like to see broken and blackened teeth. If you will give him a chance, he will help keep your mouth and teeth in good health.

The best reason for visiting the dentist often is this. You may get a little break in the hard outside of a tooth. It may be caused by an accident or by something else. A little break is not an important matter if the dentist sees it and mends it at once. But if it is left unmended, it spreads into the softer inside of your tooth and soon becomes a big hole. Then it may be a very serious matter.

A little break can be mended in a few minutes. The dentist can clean it out and patch it almost



before you know it. And it won't hurt you any more than getting a haircut at the barber's.

A big break in a tooth may be painful to mend. If you let it go for a long time, it may ruin the tooth. A ruined tooth has to be taken out, and it leaves an ugly gap behind it.

Plan to visit the dentist regularly. Go to see him once a year, at least. Go twice a year if you can. It is better still to go every four months. Making friends with the dentist is one of the best things you can do for good health.

The dentist does other things for you besides mending breaks. There are sometimes stains on your teeth that your brush cannot scrub away. The dentist gets at them with a little whirling brush. Having the dentist clean your teeth is pleasant. It leaves your teeth smooth and sparkling, as white as they can be. They feel beautifully smooth to the tip of your tongue.

A third thing the dentist can do is to guide and straighten crooked teeth. One of the uses of first teeth is to guide second teeth into place. Well-cared-for first teeth usually mean straight and beautiful second teeth. If your second teeth are out of line, let the dentist see them. With wire braces he can skillfully guide them back into place. Then they will look better and work better. Remember that your two sets of teeth should fit neatly together like cogs in a machine. It is best for your looks and your health when they do this. Let the dentist take care of you with all his skill in as many ways as he can.

Cleaning Your Teeth

You have an important part in keeping your teeth clean every day. Cleanliness of mouth and teeth really serves two purposes. In the first



place, it makes you look better. In the second place, a clean mouth is usually a healthy mouth. Brushing your teeth regularly helps to keep your gums firm and healthy. No pieces of food are left to spoil between the teeth.

Do you brush your teeth both night and morning? Perhaps night brushing is the more important. Do you know how to brush your teeth? First dampen your brush and run a ribbon of paste on it or shake on some powder. Then lay it flat against your upper teeth and gums and sweep downward and outward all around. Do

this all over again on the insides of your teeth and then scrub the edges backward and forward. Brushing your teeth in this way cleans every surface of them, but it does not hurt your gums or push them away from the roots of your teeth.

If the toothpastes and powders at the store seem expensive, make some of your own at home. Get a little glass jar with a cover. Fill the jar about half full of baking soda from the kitchen shelf. Put in about as much salt. Put the cover on the jar and shake it up to mix the salt and soda. Sprinkle this homemade powder on your brush just like any drugstore tooth powder. You will soon like the taste of it. A spoonful in a glass of water makes a good mouth wash, too.

Good Food and Good Teeth

You know that the part of the tooth you can see is not the whole of it. Every tooth is made up of a crown and a root. The crown is the part you see. The root is a long prong, or several prongs, buried deep in the gum. The teeth are parts of the living body and need special care. Your teeth like other parts of your body are made from the food you eat.

The main thing to do is to build good teeth

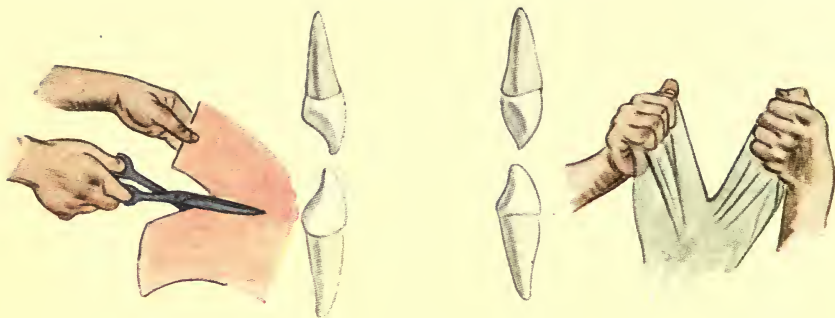
in the first place. Of course, many of your teeth are already built. But you still have some coming on. You want them to be sturdy and sound.

The foods for good teeth are those which are best for the growth of the whole body. This means plenty of milk, cheese, butter, fruits, and vegetables every day. Eat candy and sweet things only at the end of meals, at dessert time. You must be rather careful of the amounts you eat even then.

You can think of your healthy body as a mill. Into the hopper you pour fruit, vegetables, milk, sunshine, rest, fresh air, and play. Then the mill manufactures good teeth and strong muscles.

Good health, good diet, and cleanliness help teeth. Another thing that helps them is exercise. Teeth get exercise by chewing things like crisp celery, raw cabbage, raw apples, nuts, toast, and chewy cereals, such as cracked wheat. They like a good, tough work-out to keep them fit.

Chewing not only exercises the jaws, it also helps the stomach. Well-chewed food is easier to digest. Good digestion makes for good health. Good health, as we have seen, helps make good teeth. It's a sort of "I help you, and you help me." Good teeth help to make good health, and good health helps to make good teeth.



Thinking and Talking Together

Review all of the reasons why everybody should want to have good teeth and to take care of them.

Talk about the best kinds of toothbrushes. Have you pictures or samples of good brushes?

Can you find books or magazines that tell you about the kinds of toothbrushes used by people in other lands and in other times? How did people clean their teeth when they had no brushes?

Doing Things

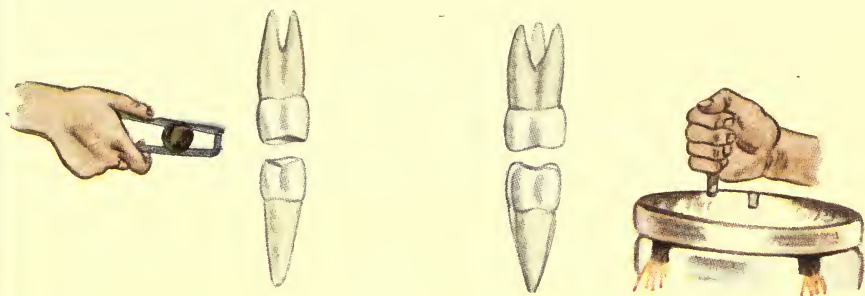
Keep a "Dental Record" on the blackboard for the remainder of this semester. Let this record show:

1. The number of children having no dental defects —

(When the dentist has filled your teeth or made all other necessary repairs, including cleaning, you are one of this number.)

2. The number of children having dental defects —

3. The number of children who have been to the dentist this school year —



Ask your dentist to give you a card signed by himself when you have no uncorrected dental defects. Perhaps he will call this card a "Certificate of Dental Health." The card should be dated and the dentist should call you for a dental examination every six months.

Observe the teeth of all your pets or domestic animals. Make drawings of the different kinds of teeth you have found. Label each kind (1) tearing, (2) cutting, or (3) grinding.

Collect different kinds of animal teeth and polish them as well as you can. Can you see what part of the tooth showed in the animal's mouth? Can you name the kind of work each tooth was best fitted to do? Examine the hard material of which the tooth is made. Add your collection of teeth to your class museum.

Make a list of the things a dentist can do to help you keep your teeth.

Speak words slowly to see how your teeth help you to speak clearly.

Test Yourself

Match groups of words to make good sentences.

1. A boy or girl has exercise the jaws.
teeth
2. Anyone's appearance makes a good tooth powder.
3. One's teeth help one is usually a healthy mouth.
4. There are thirty-two teeth is probably the most important time to brush the teeth.
5. A mixture of salt and soda is improved by a good set of teeth.
6. One of the uses of the first teeth that can cut, tear, and grind.
7. A clean mouth is to guide the second teeth into place.
8. At night before going to bed in the permanent set.
9. Chewing are those which are best for the growth of the whole body.
10. The foods for good teeth to speak clearly.



UNIT VIII

Ways to Receive Messages

Eyes and ears are valuable possessions. Everyone wants to see well and to hear well. Everyone needs good eyes and ears to teach him about the world he lives in and to make living in this world safer and happier. No one wants to miss the color of the rainbow and the early morning songs of summer birds.

To keep our seeing and hearing at their best it is wise to have a doctor's checkup now and then on eyes and ears. The doctor gives the best advice about repairs and good care. We must be sure to follow his advice just as he gives it.



Using the Ears

Slowly Johnny walked down the street toward school. His older sister Helen had scolded him. He had not bought her any brown shoelaces at the ten-cent store yesterday.

"I told you what I wanted," said Helen. "I told you I put the money for them on the table in the hall. You went off without the money and you did not get the shoelaces. Why didn't you listen? You never pay a bit of attention to what I say."

Johnny wondered how he could pay attention. Helen always mumbled so that he could not hear her. Lately no one seemed to talk loud enough. How could a fellow know what anybody wanted? He had to be near people and look at them to understand what they were saying to him.



The Nurse's Machine

Johnny slipped into his seat at school on the stroke of the last bell. Beside Miss Mason at her desk stood Miss Brown. She was unpacking two black cases. "This machine," she explained, "is an audiometer. It is going to measure how much you hear. It works a good deal like a phonograph. But it isn't going to play any tunes. It is going to recite numbers to you.

"You will each have an earphone. It will look a good deal like the headpiece the telephone girl wears at the switchboard. I'll turn on the record. First you will hear a man reciting numbers, then a woman. The numbers will be loud at first, and then they will get softer. You will each have a clean piece of paper and a pencil. I want you to write down all the numbers you hear."

The school nurse gave every boy and girl an earphone and turned on the record. Johnny listened hard. But it seemed to him there was something wrong with the earphone, for he could not hear the numbers clearly. He jiggled it a little to see if he could hear better, but Miss Brown came along and set it back just the way it had been.

Johnny guessed at some of the numbers and others he let go. When he tried to write down a few numbers he was afraid they were wrong. Johnny collected the papers with his own on top and handed them to the nurse.

"We are going on with this hearing game outdoors now," said Miss Mason. "Everybody take pencil and paper and march out into the play yard. When you get there, shut your eyes. Then listen for sounds. Write down everything you hear."

The nurse stopped Johnny at the door. "I want to see you for a minute or two," she said, slowly and clearly.

She held up Johnny's paper. "Did you write down all that you heard, Johnny?"

"Yes," said Johnny. "I did not hear much with that earphone."

Miss Brown smiled. "I have a feeling that this is going to be a good day for you, Johnny. I think you are going to have more fun from now on. I want to send a note to your father and mother. I want you to read it over my shoulder as I write. Then you may give it to your mother and tell her there is good news in it."

Miss Brown unscrewed her fountain pen and wrote this note:



Dear Mr. and Mrs. Adams:

Today I used an audiometer in Miss Mason's class. I find that John is having trouble with his hearing. I hope you will take him to an ear doctor and have him examined. It may be that the trouble is very slight. He may only have hardened wax in the outer passage of his ears. In that case the doctor can easily remove the trouble. Of course, only a doctor is skilled enough to do this.

Whatever the cause of John's trouble may be, I am sure you will want to help him get rid of it. The ear doctor is the man to do the work. Miss Mason tells me that John tries to do good work in school, but he does not seem to hear well sometimes. She is going to put him in a front-row seat. This will help him a little in class, but the ear doctor can probably help him a great deal more.

Very truly yours,

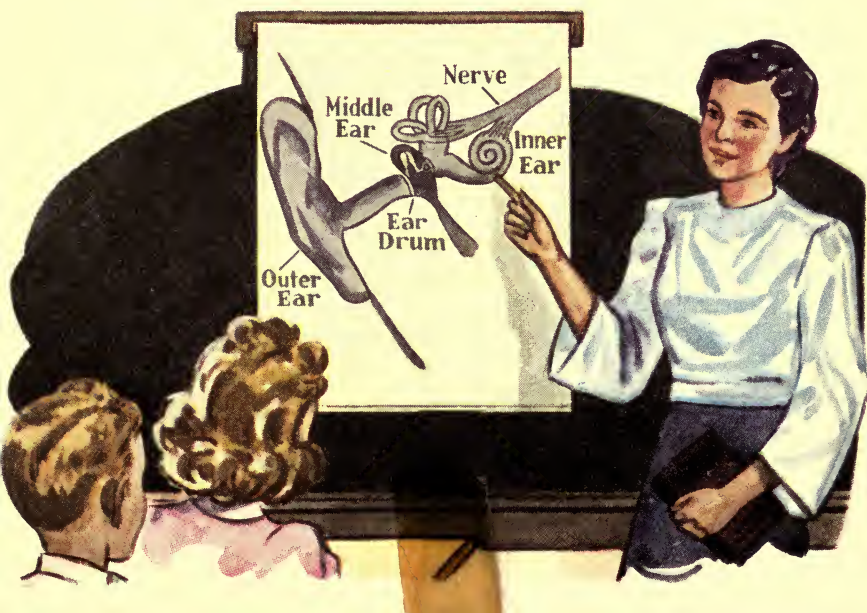
Vera T. Brown
School Nurse

"You tuck that in your pocket and take it home," said Miss Brown. "I think your mother will be glad to get it."

A Talk about Ears

Just then the children came back to their classroom. Miss Mason unrolled a big chart from the cupboard and hung it up where everyone could see what was on it. She pointed to a large drawing of an ear showing all its parts.

"This chart shows that part of your ear is on the outside of your head and part of it is on the inside," she explained. "The outside part is made to catch sounds. You know how a dog pricks up his ears and turns them when he wants to catch a sound better. Have you noticed that the ears of a horse can be turned to catch sound from any direction? We cannot move our ears, so we have to turn our heads when we want to hear better. Sometimes you have seen a person



put his hand behind his ear to help catch the sound more clearly.

"The drawing was made to show the little tube that begins with the hole in the outer ear. The little tube has hairs and wax in it to trap dust or anything else that might get into the ear. The tube leads to the inside of the ear. At the end of this tube is the eardrum, which is made of delicate skin stretched tightly across a hollow space.

"Behind the drum is the middle ear. In it are three little bones very close together. Behind these bones is the inner ear. The tiny ends of the nerve of hearing are in the inner ear. This nerve carries sound messages to the brain."

Miss Mason's pointer went back to the outer ear as she talked. "Now let us follow the road which sound takes to bring a message you can hear. As I speak to you now, your outer ear catches the sound of my voice. The sound goes through the tube of your ear and beats against the drum. Then the eardrum passes the sound along to the little bones and they carry it to the inner ear. There the nerve of hearing takes the sound and flashes it to your brain. All this happens so fast that you hear my words just after I speak them."

Protecting Your Hearing

"Sometimes people cannot hear," said Peggy.

"Yes, that is true," agreed Miss Mason. "Some people cannot hear because of injury or accident. Then what do they do?"

"They learn to read lips and that helps them to know what people are saying," said Ellen.

"Sometimes," said Andy, "they get an electric battery and a little earphone to carry around with them. My grandmother has one. She can hear almost as well as anybody else."

"Yes," said Miss Mason, "the earphone is a kind of small loudspeaker. It makes sounds louder so that people who are only partly deaf can hear. Sometimes people can help their hearing by going to an ear doctor for treatment. But the best thing to do is to keep from having trouble if you can. Protect your ears from injury. We are going to find the right ways to protect our ears. Who knows one thing to do?"

"We can cover up our ears when we know there's going to be a big noise," said Joe. "Maybe workmen are going to blast a rock on the road. You should cover up your ears then."

"That is right," said Miss Mason. "Who knows another way to protect hearing?"



"It's a good thing to put a little plug of cotton in your ears when you go swimming," said Andy.

"You ought to wear a cap that will pull down over your ears when it is cold," said Ellen.

"Those are all good ways," said Miss Mason. "I'm going to give you another. In the picture do you see a passage leading from the inside of your ear to your throat? That passage is very important and here is a special way to protect it. Blow your nose gently, with both nostrils open. If you do not, you may drive liquid from your throat into this tube and give yourself a very sore middle ear. Remember, blow gently with both sides of your nose open.

"Here is another way to protect your hearing. Wash your ears with one finger done up in a wet, soapy washcloth. That's the best way to clean your ears. Keep any other cleaners out of your ears. If your ears ache, or if they 'run,' take them to the doctor."

Miss Brown was packing her bag. She had written down all the things she had learned from testing the children's hearing. "Good-by," she said. "Next time I come perhaps you can tell me more about the ears."

Seeing with the Eyes

One morning Miss Mason said to the class, "A few weeks ago each of you had your yearly eye test. I am glad to tell you that there is very little business for the eye doctors here. The eye test shows that people in this class see very well. Two or three children are already wearing glasses. But they seem to be the only ones who need them."



From the cupboard Miss Mason took a large chart and placed it where everyone could see the drawing clearly. It showed the parts of the eye.

"This drawing shows you parts that you cannot see when you look into the eyes of another person," said Miss Mason.

"Your eye, like your ear, has some parts inside your head and other parts outside," she explained. "This is the way you see things. The black spot in your eye is a hole called the pupil. It lets light into your eye. Around the hole are round, colored curtains. Some of you have blue curtains, and some of you have brown ones."



"The curtains open and close smoothly, all by themselves. On bright days they close almost shut. On dark days the curtains spread. Watch the eyes of your friends on the next dark, cloudy day. See how big the pupils of their eyes become. It takes a bigger hole to let in enough light when the day is dark.

"Behind the curtains and the hole in the round ball of your eye is a kind of lens. It's something like this lens, only it is not made of glass." Miss Mason took a small reading glass from her desk and held it up in the sunlight.

"See!" she said. "On the card in my other hand is a spot of light. This glass lens has caught light and brought it to a small spot on the card. That is what the living lens does in your eye. It catches the light and makes a little picture at the back of the eye.

"Do you remember the nerve of hearing in your ear? There is also a nerve of seeing in each eye. The nerve ends feel the light from the picture on the back wall of your eye and send messages to the brain. Then you see whatever is before your eyes."

"Then the eye is rather like a camera, isn't it?" asked Joe.

"Your eye is very much like a camera," Miss

Mason agreed. "You take a picture with a camera and send it away to be developed. Your eye takes a picture and sends it to the brain."

"How can we see so much in different directions without moving our heads?" asked Mary.

"That's a good question," said Miss Mason. "Let's move our eyeballs slowly up, down, to the right, and to the left."

"Oh, we can see quite a lot," said Phil, "and I know how we do it. Six little muscles do the work. Doctor White told me so."

"You're right, Phil. Six little muscles, each pulling in its own direction at the proper time, control the movements of each eyeball."

Wearing Glasses

"I used to squint and frown when I read," said Ellen. "Grandmother said I looked as cross as two sticks. I had headaches, too. So she took me to the eye doctor. He wrote down an order for some glasses, and we took it to a man who makes them. He said I would not have headaches or look like a cross bear any more."

"That isn't why I wear glasses," said Phil. "My eyes weren't straight. The muscles of one of them pulled it in toward my nose. Mother was afraid I was going to need an operation. She

took me to the eye doctor, and he said all I needed was glasses. He said they would correct the muscles of my eyes."

"Do you wear your glasses all the time?" asked Miss Mason.

"Yes," Phil answered, "except when I'm in bed or having a bath."

"That's the way to do it," said Miss Mason. "If you are training eye muscles, you have to keep at it. They'll get lazy if you give them a chance. But if you wear your glasses all the time, your eye muscles will do their work well."

Miss Mason turned to Ellen. "How do you take care of your glasses?" she asked.

"I wash them with soap and warm water when I wash my face in the morning," said Ellen. "I dry them on a clean handkerchief."

"How do you lay your glasses down when you take them off?" asked Miss Mason.

"The eye doctor told me to be sure to set them





up on their rims. If I lay them down flat, he says, I'll get the glass scratched."

"Of course, he is right," said Miss Mason.

Taking Care of Your Sight

"Now I should like to have you tell me some things about taking care of your eyes," said Miss Mason. "Good sight is a part of good health. Who knows one thing to remember?"

"The sun is sometimes too bright for our eyes," said Ruth. "We ought to wear dark glasses when we take sun baths and when we go to the beach on sunny days."

"That is true," Miss Mason agreed. "You remember we said it was a good thing to protect our ears from too loud noises. We want to protect our eyes from too bright light."

"We should read in good, steady light," said Ellen. "Once when our light went out in a thunderstorm, I tried to read by candlelight. The flame jumped and wiggled so that it hurt my eyes."

"Good, steady light is important," said Miss Mason. "If the light is dim so that you have to squint to see the letters, stop reading. Wait till tomorrow, or ask your mother if you may screw a new bright bulb into the reading lamp. If you are right-handed, be sure to have the light fall over your left shoulder when you write."

"We have to be careful not to get things in our eyes," said Joe.

"That's right," said Miss Mason, smiling. "If you get a cinder or a small bug in your eye, the best thing to do is to rub the other eye gently. This may start your tears flowing, and the tears may wash out the cinder. Another good thing to do is to blow your nose gently. That may help to start the tears. You may need to have a grown-up person take the cinder out of your eye."

"My eye doctor says we ought to rest our eyes now and then when we are reading," said Ellen. "He says we can shut our eyes for a minute, or we can look out the window at something far away."

"That is a good idea," said Miss Mason. "Suppose you all think over what we have said. Tomorrow we shall see how many good rules you can make for taking care of your eyes. A class with such good eyes wants to keep them safe and ready for use."

Three More Senses

Hearing and seeing are very important senses. They teach us many things about the world we live in and they help us to live safely. But we have other senses that help us, too. Touch is one of them. Taste and smell also help us. That makes five senses in all.

Miss Mason's class was talking one morning about the five senses. The children had already learned how their ears and eyes carried messages. Now they wanted to know more about touch, taste, and smell.

Learning by Touch

"Which do you think teaches us most?" asked Miss Mason. "Is it touch, taste, or smell?"

Andy said he thought touch was most important, because blind people used it in learning to read their books with raised letters. Jane



told the class how her sister was learning to typewrite by the touch system, which is faster than typing by looking at the keys.

"Touch is the sense that tells us whether things are hot or cold," said Mary.

"It tells us the difference between things that are rough and those that are smooth," said Joe.

"We can tell by touch whether things are wet or dry, hard or soft," added Phil.

"Then touch is an important sense," said Miss Mason. "Touch is something like seeing and hearing. It helps us to learn, and it gives us pleasure. Think of the things you like to touch."

"I like to touch my dog's coat," said Ruth, "because it is so soft and thick."

Everybody laughed at Johnny because he said he liked to touch sandpaper.

Ellen said she liked the feel of talcum powder and of flour.

Different Smells

"What do you like to smell?" asked Miss Mason.

The answers came thick and fast: flowers, perfume, dinner cooking, new boards piled in the lumber yard, the salty sea, wood smoke, Grandmother's cooky jar.

Then Miss Mason asked how the sense of smell protects us.

Andy said people might discover that the house was on fire because they smelled smoke.

Phil said somebody might smell gas and know there was a leak in the kitchen range.

"Sometimes Mother gets busy and forgets about the dinner cooking," said Mary. "All at once she says, 'Oh, I smell the carrots boiling dry.' She runs and grabs them off the stove just in time."

Joe thought that dogs could smell better than people, because they follow trails for miles and miles, just smelling their way.



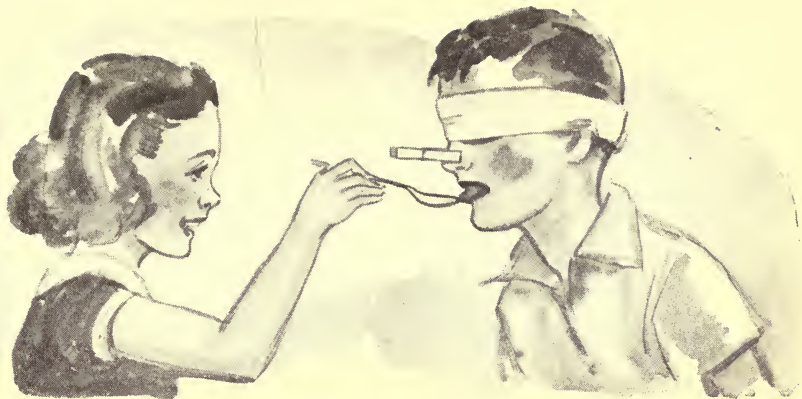
Good to Taste

When the group began to talk about the sense of taste, each one thought of the things he liked to eat. Ellen said she was learning to like the taste of a new vegetable, because she found okra in the soup at her grandmother's house.

"The best cooks know how to put different foods together with the right flavors," said Miss Mason. "They test each food by tasting it. When a cook tastes the soup, he may decide that it needs another tomato or onion or a pinch of salt."

Phil thought that tasting and smelling were connected in some way. When he had a bad cold, he did not notice the smell of onions that were being cooked for supper. When he ate the onions they did not seem to have as much taste as usual.





Miss Mason said, "It is true that taste and smell are closely connected. One does not always realize which is which. When a cold keeps you from smelling things easily, they seem to have less taste, too.

"If I should blindfold you and clamp a clothespin on your nose, I could put a drop of vanilla on your tongue and you would not know it by the taste. You recognize vanilla flavor partly by the smell," she explained.

"The sense of taste must be very delicate," said Mary. "Mother told us that one of the reasons we do not eat sweet things just before a meal is because they keep us from enjoying the taste of meat, vegetables, and bread."

"Then we need to take good care of the senses of touch, smell, and taste," said Miss Mason. "They bring us important messages and we need to keep these senses ready for use."



Thinking and Talking Together

Discuss the ways in which you receive messages from the outside world.

Name ways in which your eyes bring you information and pleasure.

What are some of the interesting things you would miss if you could not hear?

How are you helped by the senses of touch, taste, and smell?

How can you find out whether you need glasses?

How can you have your hearing tested?

Doing Things

Describe the eye and the way in which you see, illustrating your talk with a reading glass, a camera, or a blackboard drawing.

Describe the way in which you hear, illustrating your talk with a simple drawing of the ear.

If you have not had your vision and your hearing tested during this school year, ask your teacher if arrangements can be made for you to be tested.



Make up and play some games which test the senses. These are just suggestions. Perhaps you can think of better ones.

1. All players except one cover their eyes. The one who can see taps with a table knife upon different materials. The listeners guess what kind of materials are tapped.

2. Blindfolded players smell different odors to see which ones they can name.

3. Players with eyes covered and nostrils closed taste different foods and liquids to see how many they can name. If the players do not name the food correctly, let them taste it with the nostrils open but with the eyes still closed. What do the players learn from this game?

Make a blackboard record of "Physical Defects Corrected." It should show corrections of defects of the eyes and the ears. This record, as well as the "Dental Record" you made for Unit VII, should report on the class as a group. Do not use the names of boys and girls.

Make a list of ways in which you can take good care of your eyes.

Test Yourself

Copy each sentence and write the correct word from the list below in the blank space. *Do not write in this book.*

1. A machine for measuring one's hearing is called an ———.
2. Listening to an audiometer is something like listening to a ———.
3. The eye works much as a ——— works.
4. The part of the eye which is somewhat like a reading-glass is the ———.
5. The outer ear is like a shell that catches ———.
6. The nerve of hearing carries ——— to the brain.
7. The delicate skin stretched across a hollow space in the ear is called the ———.
8. The nerve of hearing starts from the ——— ear.
9. Our eyes and ears help us ——— messages.
10. A doctor's ——— may find ——— of the eyes and ears.

inner

audiometer

defects

phonograph

messages

examination

lens

camera

receive

sound

eardrum



UNIT IX

School Plans for Safety

Safety is something you help plan for yourselves. It is a partnership business between you and the grown-ups. Grown-ups make some of the rules for safety and you make others.

Both you and the grown-ups need to do a good and careful job. Everybody must do his best in order to keep the week safe from Sunday to Sunday, fifty-two times a year.



Keeping Safe from Fire

One thing the school does for your safety is to have fire drills from time to time. You can see that it is very important to get out of the building as quickly as possible in an orderly way. Then if there should be a real fire, everyone would be safe, and the firemen would have room to work. You can do your part by going through fire drills quietly and carefully, no matter how many times you have to do it. You will be glad of all these practice fire drills if there ever is a real fire.

Here is the story of a fire drill. Have you ever been in a drill like this? Do you know the right things to do?

A Fire Drill at School

"Br-r-ring, br-r-ring — br-r-ring, br-r-ring!" the fire drill bell rang in the ears of the fourth-grade class. Miss Mason watched the group and saw that she did not need to give any orders. Every child put his work away and sat waiting quietly.

Three boys sprang quickly from their seats and

closed every window. Phil Drake, the fire captain for the class, looked quickly around the room to be sure that everyone was ready. Miss Mason was standing at the door and gave the signal to march.

The children formed two double lines and walked quietly from the room. They all knew exactly what to do because they had practiced fire drill many times before. Phil swung in beside Miss Mason at the end of the line.

The school building had fireproof halls and stairways. It was quite safe to use the broad halls and stairs in fire drill. There was no need to climb to the fire escapes outside the windows. From every room in the building rows of orderly children quietly poured out.

Everyone knew just where to go. The fourth-grade class marched silently to its corner of the schoolyard. Nobody talked. Everybody waited there for orders. In a minute there would be another bell. Then Miss Mason would give the signal to return and they would all march back in again.

Phil made a right-wheel turn and faced front. He waited as usual, ready to give the signal to march back. Suddenly his eyes opened wider. Up the street came the scream of the fire siren.

The hook and ladder truck was coming fast. Every child was sure the schoolhouse was on fire. As they watched breathlessly, the fire engine went past the school and turned the corner. Teachers and children together gave a sigh and relaxed. They marched back into the building in good order.

Talking with the Fireman

Just as Miss Mason's class was getting settled for work, there was a knock at the door. In came the principal, Mr. Jones, with one of the rubber-coated firemen.

"We were watching the fire drill," said the principal. "This is Mr. Richards, who is going to talk with you about protection from fire. We are getting ready for a special Safety Week and the firemen are visiting all the classes."

"You are lucky children to be in this school," Mr. Richards began. "The halls and stairways of your building are fireproof. This means that you probably will never have to climb out the windows and take to the fire escapes. The building has a fireproof roof so it will not catch fire from stray sparks from a chimney.

"The town has a good water system and there is a fire hydrant in front of your school where

we can attach a big hose-line quickly. You have several fire extinguishers in this building. It is well equipped.

"The janitor is very careful to clear the basement of waste paper. He keeps the oily cleaning materials in metal boxes, and he leaves no rubbish piles to catch fire. A man has looked over your furnace rooms with the greatest care. He is sure that the furnace will not blow up, or leak, or do anything that might cause trouble.

"Fire is both a good and a bad thing," said Mr. Richards. "We can't get along without fire. It warms us in winter, and it cooks our meat and potatoes. But we must keep it in stoves and furnaces where it belongs. I have been telling you what the town and the janitor do to protect you from fire here at school. What do you do to protect yourselves?"

"We pick up scrap paper," said Phil, "and drop it into the metal wastebaskets. We pick up any rubbish we find in the schoolyard and put it into the rubbish cans."

"We have all promised never to carry matches," said Joe.

"Do you know what to do," asked Mr. Richards, "if somebody's clothes catch on fire?"

"It is best to roll him in a rug or a blanket,"



answered Mary. "That's what my boy scout brother says."

"He is right," said Mr. Richards. "The thing to do is to smother out the fire. If a person's clothes catch fire, he is frightened and excited. He often wants to run. You must always stop him. Running will fan the flame and make it burn brighter. Get the person to lie down. Then smother out the fire with blankets, pillows, rugs, coats, or anything heavy and thick.

"There's one more thing I want to say," said Mr. Richards, looking around the room. "I don't think that any bad fire would ever have a chance to get started in this building. You are well protected here. But I want you to know

how to get out of a smoke-filled room. Do you know how to do that?"

There were no answers.

"Remember what I tell you. If you are ever in a fire, drop on all fours, or crawl flat on your stomachs. The smoke will not be so thick next to the floor, and you can breathe better. If you can't get out the door, crawl to a window and open it. Put your head out the window into the fresh air, and wait there for help. In a minute or two someone will see you and a fireman will come along with a ladder to get you."

Mr. Richards turned to say good-bye to Mr. Jones. "If you are going to make a speech," he said to the principal, "you will find these girls and boys are all good listeners."

Ready for Safety Week

"I'm not going to make a speech," said Mr. Jones. "But I am going to ask a few more questions." He turned to the children. "Next month we are going to have Safety Week for the whole city. This doesn't mean that we are going to be safe for one week and then do anything we please for the rest of the year. We are going to do everything we can in Safety Week to teach

people how to be safe all the time. We want to teach everybody how to be safe in that week and all the other weeks. Here is my first question. What do you do for safety here at school? You told Mr. Richards how you keep safe from fire. Tell me how you keep safe in other ways."

"Do you mean the safety rules we have on the playground?" asked Andy.

"I want to know how you keep safe on the playground and everywhere else at school," said Mr. Jones.

"On the playground at recess time we don't have big boys and girls out playing with the



little ones," said Andy. "The little ones play on one side of the yard and the big ones on the other. Then big boys don't bump into little boys and knock them down."

"We are careful to have ball games and races away from the swings and slide," said Johnny.

"When we are inside the building we walk quietly in the halls and on the stairs," said Mary. "Then nobody falls down and gets hurt."

"When we drink water at the bubbler," said Ellen, "we let the stream of water spurt into our mouths. We never put our lips down over the bubblers. If we have a cold, we do not want other people to get our germs."

"I am glad to hear about your safety habits," said the principal. "This class has learned to be careful and safe. I knew that as I watched you marching out today when the fire alarm rang."

"If some accident should happen and somebody does get hurt, Miss Mason has a first-aid kit," said Ruth. "She fixes us up with iodine and bandages until the school nurse comes."

"Since you have a good safety program here," said the principal, "can't you do something for our town? Can you think of something you might do for Safety Week? Try to think of a way to help other people learn to be safer."

Planning a Marionette Play

Mary's hand bobbed up. "I've already thought of something," she said. "I thought about it as soon as you told us about Safety Week. If the rest of the class like this idea, we can have some fun, and it will be a good thing for Safety Week, too."

"All right, let's hear about it," said the principal.

"My brother is a boy scout, and knows how to make marionettes. I know how to work them, and so do Ellen and Joe, because they've been at my house and helped my brother. We could make up a marionette play and give it here at school."

"That is a good idea," Ellen joined in. "We could make it about safety at home. The play would tell about stepladders, cellar stairs, and other things. Mary's brother might have to make most of the marionettes, but we could have a committee to help him, and another one to write the play. Could you come to see it, Mr. Jones?"

The principal laughed. "A safety play will be a good thing for your fathers and mothers to see. Yes, indeed, I'll come. Good luck with your play!"

Here is the play the children made about safety at home. See what you think of the safety rules it teaches. Is there good fun in the play? Does it help you remember ways to keep safe?

The Timothy Topplers

or

Safety at Home

The scene is in the Topplers' living room. Mr. and Mrs. Timothy Toppler are seated. Their son, Tommy Toppler, is entering with a stepladder.

MRS. TOPPLER: Look, my dear, Tommy has brought in the stepladder. Won't you please climb up and get the big dictionary for me?

MR. TOPPLER: Of course I will. (*He starts to climb the ladder. The first step breaks loose and he falls down. He gets up, rubbing his knee.*) There! I should have put some nails in the stepladder. I knew that bottom step was loose.

MRS. TOPPLER: Tommy, dear, run over to Mr. and Mrs. Steadyman's house next door and ask if we may borrow their stepladder. (*Tommy runs off stage.*)

MR. TOPPLER: While he is gone, I'll just go down cellar and get the hammer. (*Mr. Toppler goes out through another door. There is a loud bumping noise. Mr. Toppler comes back, rubbing his head.*) My dear, I should have remembered to get a new light bulb for the cellar stairs. I fell down in the dark.



TOMMY: (*He stops at the door.*) Here's the Steady-mans' stepladder. Do you want me to bring it in?

MRS. TOPPLER: Not now, Tommy. Run back to Mrs. Steadyman's and borrow a new light bulb for the cellar stairs. (*She turns to Mr. Toppler.*) Did you get the hammer?

MR. TOPPLER: Oh, no, I forgot. I'll go back for it, now. (*He stumbles over something in the middle of the floor and falls down.*)

MRS. TOPPLER: Mercy! I forgot to pick up the baby's toys when he went to bed. Are you hurt, my dear? (*Mr. Toppler gets up, slips on a rug, and falls down again.*)

TOMMY: (*He stands at the door.*) Here's the light bulb and here's the stepladder. Shall I bring them in?

MRS. TOPPLER: Not now, Tommy. Run back to Mrs. Steadyman's and borrow the iodine and



some bandages. I'm afraid your father needs a little patching up. And ask for some of the rubber rings she sews on her rugs to keep them from slipping.

MR. TOPPLER: I smell smoke! (*Clouds of smoke come pouring down from above.*)

MRS. TOPPLER: Oh, dear! The pile of cleaning rags I left in the attic must have caught fire!

TOMMY: (*He is at the door again.*) I brought back the iodine, the bandages, the rubber rings, the stepladder, and the light bulb. Shall I bring them all in?

MRS. TOPPLER: Not now, Tommy. Run back to Mrs. Steadyman's and borrow a fire extinguisher and ask her if she will please telephone the fire department.

BABY TOPPLER: (*Two years old. He comes and sits down in the middle of the floor. He has a box marked "RAT POISON" and another marked "MATCHES."*) See! See pretty box!



MRS. TOPPLER: Why, you naughty boy! Don't you know you mustn't play with poison and matches? He must have found them on that low shelf. *(She takes the boxes away.)*

TOMMY: *(Outside there is a sound of the fire siren and water swishing. Tommy comes to the door.)* The fire is out. Now do you want the step-ladder, the light bulb, the iodine, and the rubber rings? Mr. and Mrs. Steadyman are here. Shall I bring them in?

MRS. TOPPLER: Oh, do bring in Mr. and Mrs. Steadyman. I want to borrow some of their ways of keeping safe. *(Mr. and Mrs. Steadyman come in. They are very neat and trim.)* We are so glad to see you, Mrs. Steadyman. We want to learn why you are so lucky. You never have any accidents at your house. We have so many that I'm always running out of iodine and bandages!

MRS. STEADYMAN: I'll be glad to tell you how we keep safe. For one thing we collect all our rubbish and burn it in a metal can in the back yard. We keep our attic and our cellar and our garage clean and clear of rubbish.

MRS. TOPPLER: Well, that's an idea! I'm glad to hear about that!

MRS. STEADYMAN: I keep poison and any strong medicine away from the baby. I keep them in a high, locked cupboard.

MRS. TOPPLER: I'll have my husband build me one tomorrow.

MRS. STEADYMAN: Perhaps you had better have him fix the stepladder first. Be sure you have lights on the cellar stairs and in any dark halls. I have brought you some non-skid rubber rings to sew on your rugs. You might save yourself some falls, too, if you help the baby pick up his toys before he goes to bed.

MRS. TOPPLER: These seem very good ideas, I am sure.

MRS. STEADYMAN: We keep fire extinguishers upstairs, downstairs, and in the garage. We replace our old electric-light cords with new ones as soon as they begin to wear. We do not wait for them to hiss with a short circuit.

MRS. TOPPLER: I can begin to see that we have to do something about safety if we want to be safe.

MRS. STEADYMAN: Safety is not luck. Safety comes from planning the right way to keep safe.

MRS. TOPPLER: Perhaps our house needs a check-up. How do you happen to know so much about safety, Mrs. Steadyman?

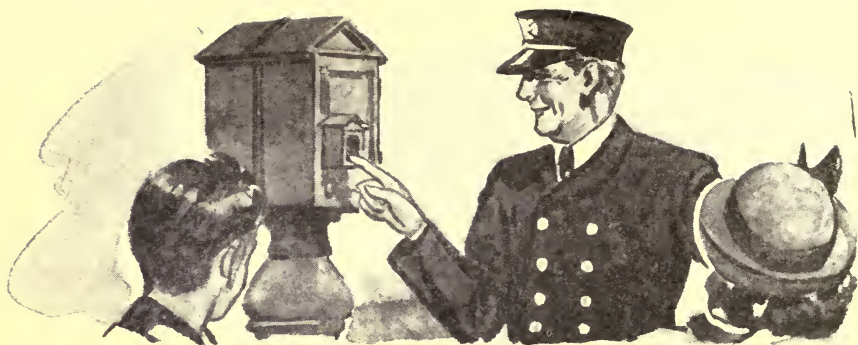
MRS. STEADYMAN: I belong to a safety committee. I have studied rules for safety. The mayor is sending me around to tell people about Safety Week.

MR. STEADYMAN: She has learned the rules
So she can speak
To folks in town
For Safety Week.

(All this time Mr. Toppler has been rubbing his bruises. But he gets up and joins the others in a round dance.)

ALL THE TOPPLERS: *(Singing as they dance)*
We'll learn the rules,
Then we can speak
To folks in town
For Safety Week.





Thinking and Talking Together

With your teacher, talk over your last fire drill at school. Are there any ways in which it can be improved? If you decide you should improve it, practice the better way.

If, in any case, you should find that you cannot get through a passageway which you have always used, what would you do? In one class, the leaders of the class stopped and raised their arms straight above their heads when they found a passage blocked. All the children behind "followed the leader," standing still with arms raised until their teacher directed them to take another way out of the building. There was no noise and no crowding. Would this help in case of a real fire?

Talk about keeping safe in the country and on farms. What do you know about accidents in the handling of farm machines and domestic animals?

Discuss plans for your own Safety Week. In making plans, think about the particular safety rules your class, your school, and your home need to learn or practice better. Perhaps you would like to give a marionette show or write and present a play.



Doing Things

Try to arrange a visit to a fire station. Remember your courteous letter of request addressed to an official of the Fire Department, and your letter of appreciation after you have made the trip.

Learn the location of the fire-alarm box nearest your school and nearest your home. Learn how, when, and by whom these should be used.

If you live in the country, learn how a fire alarm is given in your neighborhood.

Study a telephone directory to see how to give a fire alarm over the telephone.

Decide and tell the class what you would do if you should discover a fire when there is no older person near to sound the alarm. Remember to give the exact location of the fire.

Check up on your school building and school-grounds. If there are any really unsafe places, talk with your teacher or your principal about them.

Draw a good-sized outline map of your neighborhood, village, or city. On it outline the safe places to play. Color the parks and playgrounds green; the safe swimming places blue; and the places safe for ice-skating orange.

On your outline map, draw in yellow the safest route from your home to your school building.

Discuss accidents that you have heard about in your community. On your outline map mark with red the street corners or other places where there is the greatest danger of accident.

Test Yourself

Answer each question with yes or no. *Do not write in this book.*

1. When a fire alarm has sounded, should you run out of the building?
2. Is it safe to annoy animals?
3. Do stairways make good places for storage?
4. Should a young child be taught to put his play-things away?
5. Should poisons be labeled?



UNIT X

Safety Everywhere

You will play the safety game best if you know the rules well. There is an old saying, "Forewarned is forearmed." This saying means simply that knowing what dangers are around you helps to keep you out of them.

Everybody should learn the safety rules and the reasons for them. When he has learned them, he should obey them.



Stories about Safety

"If we are to keep safe, we have to learn many safety rules to follow in other places besides our school and homes," said Miss Mason the day after the marionette play.

The children decided that each would write a safety story. In that way they would get all the different rules for safety together. Miss Mason helped them choose good topics and she helped each child correct mistakes. Here are some of the best of the stories.

Fun and Safety at the Beach

BY PEGGY

I am glad that I have learned to swim because now I am safer at the beach. And besides being safer I have much more fun. I used to have to sit at the edge of the water with all the little children and just let the water come lapping up



around me. Now I can go out where it is deeper. I can wade out to water that is about as high as my waist. Then I start to swim.

I swim along the line of the beach. I never head out into deep water. I always stay where I can touch bottom with my feet. But before I even start to wade out, I go to see if the life guard is there. He knows me. He says, "Hello, Peggy, the sea is as calm as bath water today. You can swim like an eel." Sometimes he says, "The water has a grouch today. It is dashing up, trying to take angry bites out of the shore. Stay on the sand today. The undertow is bad."

Then I make sand castles high up on the beach. The undertow is a dragging pull of the water that sucks the sand from under your feet and your feet from under you. There is not always an undertow. The guard will tell you whether there is danger or not.

Now that I can swim, I can go out in boats. You must always know how to swim before you get into a boat. We carry lifebelts in our boat, too. Even if you can swim, lifebelts make things safer. They help to hold you up in the water and make it easier for you to swim. In a boat I always sit quietly and don't wiggle. I don't want to tip the boat.

When we first go to the beach in the summer, we stay out in the sun for only a little while at a time. Mother watches us to see if we are getting pink. We do not want to get sunburned. After several days we begin to get brown. When we are good and brown, we can stay in the sun almost all day long. The sun is good for us if we don't get too much. By fall we are almost the color of doughnuts.

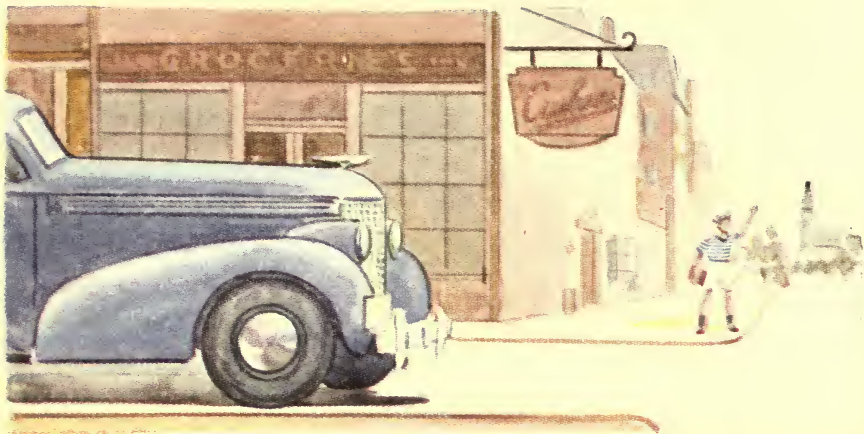
Safety on the Street

BY GEORGE

I went to see my friend, Bill Donovan, before I wrote this. He is the traffic cop at Fourteenth and Chestnut Streets. I asked him how to write about safety on the street. He said he thought I already knew the rules.

He asked me what I did when I got to a street corner. I told him that, if he was there, I waited until he waved to me to cross. He asked what I did when he was not there. I said I watched the light and I waited for the light to be red and yellow. Then I looked up and down before I crossed the street.

Bill wanted to know what I did if there wasn't any policeman, and there wasn't any light. I said I looked both ways for cars. I waited until



there were no cars coming either way. Then I crossed the street. He asked how fast I went. I said that I walked, because I might stub my toe and fall down if I ran.

Then he said, "Suppose you see Joe across the street kitty-cornered from you. If Joe yelled to you to come on over, what would you do?"

I said that I would walk across to one corner and then walk across to the other. I would walk on two sides of the square. I would never cut through the middle by walking kitty-corner across streets. I told Bill that I always cross the street at corners. I never cross in the middle of the block. I told him I always picked out quiet streets to walk on if I could.

He asked what I'd do if we were playing ball on the vacant lot. He said, "What would you



do if you were catching and Joe pitched a wild ball that rolled into the street?"

I said that I would watch and wait on the sidewalk until there were no cars coming either way. Then I'd walk over and get the ball. I'd wait and watch before I came back across the street, too.

Then Bill smiled and said I didn't need to be told how to write about safety on the street. He asked me why I didn't go home and write about it. So I did.

Safety on the Bus

BY ELLEN

My grandfather says the different states in our country have different laws about school buses. Some states do not allow cars to pass a

school bus that is loading or unloading children. All the cars behind the bus have to line up and wait until the bus starts on again. This gives the children the best chance to get to the sidewalk safely.

I think it would be a good thing to have a law like this everywhere. In our city, we are pretty careful. At school we have a traffic squad for the bus. Four boys on each bus wear white Sam Browne belts. Whenever the bus stops to take on more children, one of these boys gets off. He stands on the edge of the sidewalk to see that none of the children step out into the street. He sees that the children get on the bus safely.

When the bus gets to school, these boys are traffic cops again. They see that no child runs out into the street and that all the children go safely into the schoolyard.

My grandfather did not go to school in a bus. He went in a big wagon with lots of seats. There were horses hitched to the wagon, and there was a man to drive the horses. They called the wagon the "kid cart." My grandfather did not have to worry about being run over by automobiles. All he had to worry about was not falling out of the wagon when they drove over a bump.

Our bus driver came into school the first of the year and made a speech. He told us we could help him keep our bus safe. He said we should sit quietly and behave well in the bus. Then he could hear horns and pay good attention to traffic signals. He said that if we sang and yelled, he couldn't pay attention to his driving.

We promised him that we would keep hands and heads inside the bus when we were going. He said that our part was to sit quietly in our own seats, and his part was to watch traffic and drive carefully. If we worked together, we would all come through the year safely. I know we are going to keep the safety rules.



I Like Dogs

BY JOE

Lots of other fourth graders will write about traffic lights and crossings. I thought I would write about some other ways to keep safe in the streets. I thought I would write mostly about dogs. I like dogs and I think they should be treated right. Lots of people don't seem to know that a dog has a lot of self-respect. Lots of people don't seem to know that boys and girls have some self-respect, too.

These people are always going along and patting children on the head. They say, "How are you this morning, Sonny?" And you have to be polite and answer them like a gentleman. These people treat dogs the same way. They go around patting them on the head. Dogs don't have to be polite and answer like gentlemen. Sometimes they bite.

I don't know that I blame the dog. A dog likes to go along about his business. He probably gets all the pats on the head and ear-scratchings he wants at home. If you leave a dog alone, he'll leave you alone. If more people remembered that, there would not be many dog bites in the street.

Sometimes a dog barks and barks at you when you go past a house. Just don't pay any attention to him. Go along walking steadily. Pretty soon the dog will know you are all right, and he will stop barking.

Sometimes a dog will run out of his dooryard and follow you. He will sniff at your heels and trot along behind you. Just keep going along, walking as if you didn't know there was a dog in the world. He will find out before long that there is nothing funny about you. And he will go back into his yard and sit down. You can keep on going to the store on your errand and nobody will get hurt.

I like dogs. I tend to my business, and they tend to theirs. Some day I am going to have a dog. I will pat him on the head, and he will like it. But I don't pat other people's dogs, because they may not like it.

Safety in the Winter

BY RUTH

Our city sets aside streets for coasting in the winter. We can scoot on our sleds and even ski on those streets and be safe. There are signs which say that automobiles must not drive across them or up and down them.



We live on one of those streets. Phil and I slide in the snow until bedtime. When we go to bed and open our windows we can hear the older boys and girls still sliding. Sometimes a whole big double sled full of boys and girls zips down the hill. They are all singing. I like to hear them.

In our city we know we can slide and be safe. We do not have any coasting accidents. Of course, sometimes somebody gets a spill off a sled. But nobody ever gets badly hurt.

At the ponds in our city a policeman tests the ice. He waits until he is sure it is thick enough before he lets boys and girls skate. If warm weather comes and melts some of the ice, he won't let us skate until it freezes hard again. So nobody falls through the ice and gets wet.

At our house in icy weather we scatter salt or ashes on our walks and steps. Then nobody takes a skid or sits down hard at our front door.

Once on a cold winter afternoon I stayed out too long and my nose started to freeze. Phil told me to hold my hand over it and warm it slowly with my breath. It was all thawed out and pink again by the time we got home.

One way to keep safe in winter is to wear enough clothes when you are outdoors. You don't have to be bundled up so that you look like a sausage. If you can have one of those coverall ski suits with a zipper, it will keep you warm. In very cold weather it is a good thing to wear woolen stockings, woolen jackets, and a woolen cap that comes down over your ears. Wool is good for winter because it holds the warm air from your body in little air pockets. If you wear wool outdoors in cold weather, you are not likely to chill and catch cold.

Of course, you must take off heavy outdoor wraps and rubbers when you come into the warm house. If your clothes are wet, you must take them off and dry them. Paying attention to your clothes is one of the best ways to keep safe in winter.



Riding Bicycles

BY JOHNNY

Boys and girls on bicycles are a good deal like drivers of automobiles. They must obey the traffic rules of the city. Bicycles must keep to the right. They must keep next to the curb. They must stop for red lights and go on green ones. They must have a headlight and a tail-light turned on at night.

If a boy on a bicycle wants to turn left in traffic, he gets off and walks his bike across the street. Suppose he is coming along on Chestnut Street and wants to turn left on Fourteenth. He keeps next to the right-hand curb on Chestnut. He waits at the corner until Bill Donovan, the traffic cop, says that foot traffic may cross. Then he walks his bike straight across Chestnut Street. He waits at the corner until Bill says foot traffic may cross Fourteenth Street. He walks his bike across to the right-hand curb of Fourteenth. Then he gets on again and rides along with the automobiles.

A bike must have a good brake. It is not safe to take anybody on the handlebars. I know a messenger boy who keeps these rules, and he never has had an accident.

Safety on a Hike

BY ANDY

One of the first things to keep safe when you are hiking is your drinking water. On marked trails and at crossroads there are sometimes signs. "Safe Drinking Water at This Spring," the sign will say. Then it is safe to fill your water bottle. If you can't find any sign, you may find a brook or a pond. This water may not be safe and you must boil it before you drink it. Boil it for several minutes. Then it will be safe to drink.

When a crowd goes on a hike, there should be a grown-up person along with a first-aid kit. In the kit there will be iodine and bandages for use if anybody gets a knee skinned or cut.

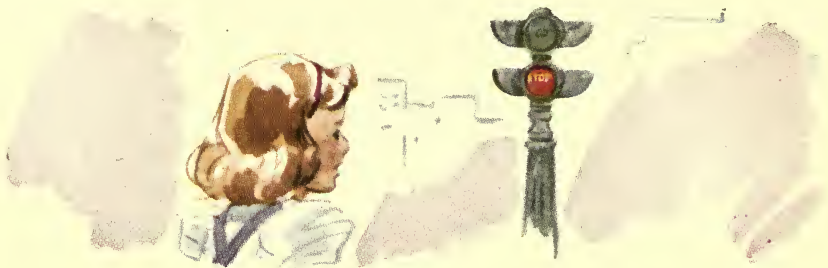
Hikers should know about snakes. There are not many poisonous snakes. The copperhead, the rattler, the water moccasin, and the coral snake are the only poisonous ones in our country. You can see big colored pictures of them in museums. It is a good thing to know the dangerous snakes. Then you don't need to be afraid of the harmless snakes. When people have to go into places where there are rattlesnakes, they should wear thick leather puttees and heavy shoes or high

leather boots. Then they are pretty safe. Rattlers nearly always bite feet and legs.

Everybody will tell you that you must put out campfires. I don't need to say anything about that. But maybe everybody will not think about picking mushrooms. Many kinds of mushrooms will poison you, if you eat them. My father says the only safe place to pick mushrooms is in the store. Not many people know enough about mushrooms to gather them in the woods.

If you are hiking, stay with the crowd. Then you won't get lost. But if you do get lost, you have to keep your wits. I knew a boy who got lost on a mountain. He wasn't old enough to be a boy scout. But he knew some of the scout rules. He knew that he must look for a brook. He finally found one. He knew that the brook would be running down the mountain. So he followed the brook down and came out to a house.

It's a good thing to know what poison ivy looks like, too, before you go on a hike. Poison ivy is very pretty. It is a vine with three shiny leaves. In the fall it is a bright red. Somebody is always wanting to pick it for a bouquet. Then somebody itches and burns for days afterwards. If you are not sure what poison ivy looks like, keep away from three-leaved plants.



Doing Things and Checking Yourself

Make a safety check-list. Put your name on a clean page of your notebook. Use the title of each story about safety as a heading. Under the heading write each habit mentioned in the story. Make "Yes" and "No" columns. When you have completed your check-list, fill it out honestly for yourself. If you do the right thing, make a check-mark under "Yes." If you have not formed the habit, check "No." Work for self-improvement. Your check-list should look like this:

Check-list for Safety Everywhere

Peggy Peters

Nov. 15 June 15

	Yes	No	Yes	No
Fun and safety at the beach				
I can swim	✓		✓	
I swim along the line of the beach		✓	✓	
(Others)				
Safety on the street				
I wait for the "Go" signal	✓		✓	
I wait until no cars are coming	✓		✓	
(Others)				

Plan a safety program to which your parents may be invited. A marionette play like "The Timothy Topplers," a safety play written by yourselves, or dramatizations of the stories in Unit X would make a good program. Perhaps your Parent-Teacher Association would like you to give the play for them.

Write these safety slogans on the blackboard with all spaces filled. Where have you seen these signs?

1. Stop, Look, and ——!
2. Safety ——!
3. Dangerous curve ——!
4. Watch your ——!
5. Make it a —— Fourth of July.
6. Keep to the ——!
7. Thin ice! Don't —— here!

For each word in column I find the word in column II that has the opposite meaning.

I

stop
safety zone
entrance
violate
motorist

II

pedestrian
exit
danger zone
go
obey



UNIT XI

Ways to Grow Strong

When you are in a parade, the way you march tells people many things about you. Fine posture will tell everyone who sees you that you have formed good habits of sitting, standing, and walking; that you have sound bones and strong muscles; that you eat good foods to build your body.

Good posture shows that your shoes and other clothing are well-fitting but loose enough to allow for free movement. It shows that you have plenty of rest and sleep as well as work and play. Altogether, your posture tells people a great deal about the kind of person you are.



Ready for Work

For the second time in the year the seats and desks were being adjusted to fit each child. Miss Clive, the games teacher, had come with Mr. Hodge, the janitor. She went around the room, looking carefully at the way each pupil sat at his desk.

"Please sit back in your seats as far as you can," said Miss Clive. "Then straighten up against the back of the seat. Put your feet side by side flat on the floor. From the knees down your legs should make a right angle with the seat of your chair. Then we can tell whether you have grown so that your seat and desk need to be raised this time."

Mr. Hodge measured and adjusted desks and chairs for several pupils who were growing fast.

Sitting Straight

"Now that you are all sitting in chairs that fit you properly," said Miss Clive, "let's talk a little about good ways to sit. Will you please straighten up as you were when we measured the seats? Sit back as far as you can, and straighten

up against the back of the seat. Sit easily and comfortably.

"In a minute I want you to swing forward as if you were going to write down what I am saying," she went on. "Swing forward from your hips. You have a good hinge joint at your hips. It works like the hinge of a door or the hinge of the blade of a jackknife. Swing forward from your hips and keep your backs straight."

Miss Clive drew a picture on the blackboard. "Who can tell me what this is?" she asked.

"It's a string of empty spools for the baby to play with," said Ruth.

Miss Clive laughed. "It does look like that. But I meant it for a picture of the backbone. Your backbone is rather like a stack of empty spools with some tough rubbery cushions between each two spools. Your muscles, the soft parts of your backs, can swing the backbone about into all sorts of positions.

"Your muscles are somewhat like you," said Miss Clive. "They like to get into habits. You may have a habit of sitting in one particular chair after supper. You very likely always sit at the same place at the dinner table. You feel a little lost if a lot of company comes and you have to move to the other side of the table.



"Muscles like to sit in the same place, too," she went on. "So it's a good thing to get them in the habit of sitting in a good position. Learn to keep your backbone straight. Can anybody tell why that is important?"

"We look better if we are straight," said Mary.

"Yes," agreed Miss Clive. "But there's another reason. Straight backs mean strong backs and straight fronts. They mean plenty of room to breathe. You need all the room you can get for breathing. You need room for your heart to beat and for your stomach to take care of your lunches. You need straight backbones. Remember, bend forward like a hinge, like the lid of a box, or like the back of a book."

"I think this is a pretty good, straight class," said Phil, looking around.

"I think so, too," said Miss Clive. "These good, straight backbones and legs tell me a lot about you. They tell me that your mothers give you plenty of milk, whole-wheat bread, eggs, vegetables, and fruits. They tell me that you are happy. They tell me that you get about eleven and a half hours of sleep every night."

A Picture of Your Foot

"Your backbones tell me some other things, too," said Miss Clive. "They tell me that you get a lot of play outdoors, and probably you wear well-fitting shoes."



"Mother always has the shoe man measure my feet when I get new shoes," said Ruth.

"The shoe man said I ought to have shoes longer than my foot," said Ellen. "He said they should be as much longer as my thumb is wide."

"We ought to wear shoes with a good, straight line from big toe to heel," said George.

"All those things are good things to know and to practice when you buy shoes," said Miss Clive. "Of course, shoes should have broad, flat heels. Here's a way to tell how shoes ought to be shaped. When you go home tonight, take off your shoes and stand in your stockings on a sheet of paper. Get somebody to take a pencil and run it around the edge of your foot on the paper.

"Then step off the paper and look at the picture. Your shoe should be shaped like the outline of your foot. Draw the outline of your shoe on another piece of paper. This picture should look like the first, except that it should be a little bigger," she added.

"Once I needed some new shoes," said Johnny. "Mother was busy and couldn't take me to the store. She made a picture of my foot like that and sent my big sister with it to the store. She got some shoes that were just right for me."

"That is a good way to do," said Miss Clive.

Marching in a Parade

"Do our backbones tell you anything else about us?" asked Joe.

"They tell me that you wear comfortable clothes. Your clothes are warm without being heavy. They hang on you as easily and comfortably as if they were on hangers in the closet. They do not pinch you anywhere. They fit you smoothly. I have told you about all your backbones have to say to me. Now let's stand up and give them a stretch."

"Do you want us to stand tall?" asked Andy.

"Stand as tall as you can," said Miss Clive. "Lift your chests. Hold your chins in. Pull in your stomachs. Stand easily. Point your toes straight forward. Now let's have a parade. Ready, march!"

The children walked past Miss Clive.

"That's fine!" she said. "Now let's try another parade. Think of some people you know who are straight and trim."

"Bill Donovan stands straighter than anybody," said George. "He's the officer at Fourteenth and Chestnut."

"The drum major of the high school band is straight as a ruler," said Mary.

"I saw a strong man at the circus last summer," said Andy. "Nobody could be much straighter than he was."

"I can't think of anybody who stands straighter than you, Miss Clive," said Ellen.

"Thank you," said Miss Clive. "You have made a good list. Each of you may pretend to be any one of the people you've talked about. We'll have another parade, round and round the room. If Johnny will be a drummer boy at the end, we'll even pretend we have a drum."

It was a fine parade. It lasted until Miss Clive had to get ready to go on to another classroom. "I hope I'll find as straight a class in the next room," she said.

"Will Joe and George please shut the windows? Who wants to tell me the best ways to keep backbones straight?"

"We must go to bed early and eat good food," said Ellen.

"We must wear shoes shaped like our feet," said Joe.

"We should have clothes that feel easy and light," said Mary.

"Playing outdoors helps a lot," answered Ruth.

"We should remember to bend like a hinge," said George.



Miss Clive was ready to leave. "Those are good answers," she called back over her shoulder. "Next time I come I hope it won't rain. Then we'll go outdoors and have our Indian dance on the playground. I'll bring some Indian music makers. One is a gourd with dried peas in it. Another is a string of deer hoofs and horns on a stick. We'll dance to Indian music."

Times for Rest and Sleep

The school bus dropped Ellen Peck at her door every afternoon at three. Ellen always unpacked her lunch box first. She rinsed the thermos bottle with cold water and then filled it with cold water. She set it on the shelf to be washed in hot, soapy water with the dinner dishes.



Sometimes Ellen went out to play catch with George, next door. Sometimes she lay down on the couch for a little extra rest. Her grandmother believed it was a good thing to rest after school. "When you rest, Ellen," said Grandmother, "you get a little extra chance to grow. You aren't hopping up and down and wearing out little bits of you. Your body takes the chance to mend some of the worn-out bits and to make some new ones."

The Pecks always had dinner early. Grandmother said Ellen ought to have dinner an hour or more before she went to bed. Usually the Pecks had dinner at six o'clock. Sometimes Grandfather could not get away from his office so early and he would telephone home. Grandmother got dinner just as usual, and Ellen ate

hers alone at the regular time while Grandmother talked with her.

Ellen liked it best when Grandfather could get home on time. Grandfather believed in fun with meals, and he had many stories to tell. After dinner, unless Grandfather was very late, Ellen helped Grandmother with the dishes. Then she usually read for a while quietly. At half past seven Ellen went to bed. Nearly always, by that time, she could hardly hold her eyes open.

Many Kinds of Beds

Ellen and Grandmother were on their way upstairs. "Just think," said Ellen, "of all the years and years that boys and girls have been going to bed. I was thinking about a picture in my World History. It showed cave men and cave women and cave children going to bed. They just crawled into a hole in the rock and lay down on the ground like bears or wolves."

"Later, people began sleeping on piles of skins," said Grandmother. "Later still, they put their piles of skins up on frames to keep them from getting damp on the ground. They ran strips of skins across from one side of the frame to the other to make a netting to hold up their skin covers."

"That was almost like a real bed, wasn't it?" asked Ellen.

"Yes, it was something like the beds made in pioneer days. Then people had wooden bed frames with ropes strung across to hold up the straw mattress. When I was little, we had wooden slats nailed across the bed frame. On top of the slats were steel springs. On top of the springs were feather beds."

"They were like big, fat pillows to cover the whole bed, weren't they?" asked Ellen.

"Yes, they were just like big pillows. What a lot of work it took to make up a feather bed in the morning! We took it by one corner and shook it. Then we beat it with our fists until it was smooth and even. Feather beds were very soft to sleep on."

"I have slats and springs in my bed," said Ellen.

"Yes, and a mattress on top of the springs. Your mattress has some more springs inside it, and firm packing to keep the springs covered. It makes a bouncy bed, but a firm one. It is a good bed to go to sleep on," said Grandmother.

Ellen was brushing her teeth in the bathroom while a warm bath ran into the tub. She scrubbed out the wash bowl with soap and a



brush when she had finished her teeth. Then she washed out her stockings and hung them on frames to dry and scrubbed the bowl again. She spread her underclothes to air on a chair, hung her dress on a hanger, and got into the tub.

"A warm bath makes me feel sleepier than ever," said Ellen as she came back to her bedroom.

"Then you'll have a good rest," said Grandmother. "There are clean sheets on your bed tonight."

"Good!" said Ellen. "I like clean sheets. The bed always seems to be extra smooth. And the sheets have a sweet outdoor smell."

Going to Sleep

"You are not too sleepy to talk," said Grandmother.

"You always say my tongue is the last thing about me to run down," said Ellen. She slipped into bed between the fresh, clean sheets. "I wonder what good sleeping positions are," she said. "Miss Clive is very particular about our positions in sitting, walking, and standing, but she never says anything about sleeping."

"That's because, once you're asleep, you change position without knowing it," Grandmother explained. "Miss Clive knows that it wouldn't do much good to tell you about sleeping positions. It is a good thing to stretch out comfortably when you first get into bed. Later you seem to get into all sorts of shapes. I find you sometimes flat on your back with your knees up in the air. You look happy and comfortable, so I let you alone."

"Oh, that makes me think," said Ellen. She pulled the pillow out from under her head. "Miss Clive said one day at school that sleeping without a pillow would make people straighter. I'm going to do without mine because I want to grow straight."



"All right," said Grandmother. "Yours was a low, flat pillow, anyway. It wouldn't hurt you to sleep on a flat pillow. But do without one, if you like."

Ellen went on. "She said that Japanese children sleep with their heads on little blocks of wood. I shouldn't think that would feel very good."

"It's all in getting used to it," said Grandmother. "The Japanese like their little block pillows. They like them just as the Dutch like wooden shoes and the Mexicans like big hats. Now, suppose you let your tongue go to sleep. Go to sleep all over. Let your body rest and mend itself for tomorrow. That's what sleep is for. I'll pull up your blankets. They are light and warm. I'll open your window both top and bottom. Now, good night! Sleep tight!"

Doing Things

Walk across the front of the room, acting out one of the following characters by your posture. The class should guess "who is passing by."

1. An Indian boy
2. A drum major or majorette leading a band
3. A sorrowful man
4. A woman with tight shoes
5. A happy, well-rested girl
6. A tired old man
7. A woman carrying a basket of berries or a jug of water on her head
8. A baseball pitcher
9. A young child who has done something of which he is ashamed
10. An army officer

Take part in a posture parade. Help your teacher make a list of those who stand tall and walk with ease and grace. Repeat the parade with each marcher carrying a book on his head. How many can march all the way around the room without letting the book fall off or without touching it with the hand to steady it?



Have a "radio" program. Let your best speakers give talks on good posture, comfortable clothing, rest and sleep.

Study kinds of beds. Make carefully in miniature all the types of beds described in this unit. Label each one and place them on exhibit in your museum.

Test Yourself

Choose from the list below the word needed to make the sentence complete and true. *Do not write in this book.*

1. Twice a year a seat and desk should be —— to fit each child.
2. Your —— is really a stack of small bones with a tough, rubbery —— between each two bones.
3. Your —— can swing your backbone into all sorts of ——.
4. Your shoe should be —— than your foot.
5. If you use a ——, it should be low.
6. The —— of your shoe should be nearly the same as the —— of your foot.

backbone
outline

adjusted
pillow

muscles
larger

positions
cushion



UNIT XII

Play and Good Health

Play and work go hand in hand with health. They are very much alike. When you dance, swim, dig in the garden, or climb a hill, your muscles work harder and your breath comes faster. Your body gets a good workout.

Playing with others is good fun. You learn to take your turn, to follow the rules of the game, to be a good teammate, a good winner, and a good loser.



Play Day at School

"Let's have a play day here at school," said Joe. "Do you think we could, Miss Mason?"

"Perhaps," smiled Miss Mason. "What sort of play day have you in mind?"

"Well, I thought maybe we might ask another class to come here for the afternoon and have games, and races — especially animal races."

"My cousin's class at the Center School has some top-notch runners and jumpers in it," said Andy. "Let's ask them. We're pretty good runners and jumpers, ourselves."

"Let's have some dances, too," said Mary. "We could do the Sioux Indian dance Miss Clive



taught us, and then probably the Center School could put on a dance, too."

"We could have some sandwiches for refreshments," said Ellen.

"We could make some fruit punch from oranges and lemons and brown sugar," said Peggy.

"We could play Taking Beans to Market, and Dodge Ball, and Ringing the Bell, and London Bridge, and have a Scarf Relay," said Joe.

"We could make programs and print directions for the games," said Andy.

"I can see," laughed Miss Mason, "that we are going to have more good ideas than we shall know what to do with. We'll have to select some committees. Who will be games chairman?"

"Joe ought to be because he thought of play day in the first place," answered the class.

"Let's have Ruth for refreshment chairman," said Mary, "because she lives near the school. Maybe her mother would let us make things at their house the afternoon before."

"I know she will," said Ruth, "if we clean up afterwards. She lets Phil and me make party food in the kitchen, always, but we must be sure to leave things neat and picked up when we are done."

"We'll have to have a grounds committee," said Phil, "to get the playground raked up and smooth."

"And there'll have to be an invitation committee," Ellen said, "to plan a nice, happy-sounding invitation, and print it and send it."

"How are you going to do all this invitation and program printing?" asked Miss Mason.

"Joe has an ink pad and a set of letters. We can print them by hand," said Andy.

"I think there ought to be a way to mix us all up in the games," said Johnny. "We oughtn't to play the Center School just to beat them."

"That's a good suggestion," agreed Miss Mason. "Will the games committee act on Johnny's idea?"

The Committees at Work

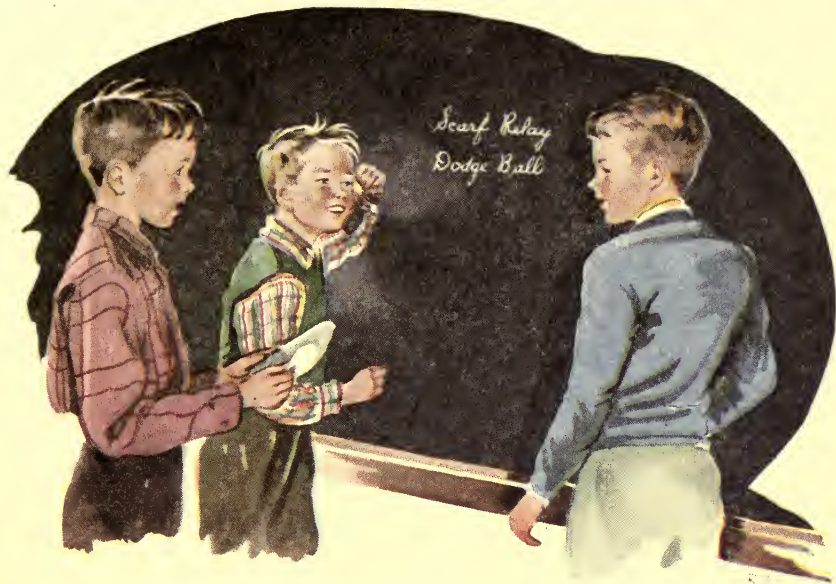
At last the committees were picked out, and everybody went to work. There was the biggest buzz from the refreshment committee. Miss Mason had told them they must be careful to have things that would not cost much. They decided on fruit punch to drink because Ellen's grandmother would very likely give some bottles of grape juice she had put up the year before. Peggy thought her father would let them have a



box of oranges and lemons from the market. Ruth was sure her mother would give some brown sugar for sweetening, as well as a kitchen to make punch in.

They decided on sandwiches to eat because they could make them the afternoon before. They could wrap them carefully in wax paper and pile them in neat stacks. Then they could wrap clean damp towels around the stacks so the sandwiches would not dry out. Most of the mothers, they decided, would be willing to give a loaf of bread or some sandwich spread.

They had quite a time figuring out how many loaves of bread they would need. Finally Peggy



asked permission to telephone her father to ask how many slices there were in a loaf of bread.

"How many sandwiches apiece shall we want?" asked Ruth. "We mustn't have enough to spoil our appetites for supper after the party. But we want enough so we won't look stingy."

They finally decided on four sandwiches apiece made of half slices of bread. Then they had a good problem in arithmetic. With four slices of bread for each boy or girl, and with twenty slices of bread in a long loaf, how many loaves of bread would they need for forty children?

"It must all be whole-grain bread," said Ruth, "and we'll use the crusts."

"Let's have a box on Miss Mason's desk," said Ellen, "and let anybody drop in a nickel who wants to. That will give money to buy paper napkins and paper cups for the punch."

The invitation committee got out an invitation that they felt proud of:

To the Center School of Marshfield:

You are invited to a Play Day at the Chester School on Friday, May fourteenth, at one-thirty.

If you can come, please come prepared to put on a dance.

Please wear play clothes. Don't dress up.

The reception committee will meet you at the front gate of the Chester School.

There will be games and refreshments.

Please answer soon.

The Center School answered promptly with a hearty "yes."

Then there was a great deal to do, and it was all fun. The committee on games got together a collection of beanbags, a basketball for dodge ball, three scarves for the scarf relay, two flags for the beanbag game, a bell and a long table for refreshments. They got rolls of blue, red, and yellow crepe paper, chairs for Miss Mason and Miss Bence, the Center School teacher, and a few more chairs for anybody else who might drop in.

A Program for the Visitors

Friday was clear and bright. Promptly at one-thirty Miss Bence and the pupils of the Center School arrived at the front gate. Andy and two other boys met them and shook hands and gave each boy and girl two sheets of paper. On one sheet were directions for the games. The other was:

GRAND ORDER OF EVENTS

- 1 : 30 Parade
- 1 : 45 Sioux Indian Dance, by Chester School
- 2 : 00 Haymakers' Dance by Center School
- 2 : 15 Choosing Color Teams
- 2 : 20 Stunts
- 2 : 45 Games
- 4 : 00 Refreshments

Once everybody was inside the playground, Joe rang the bell. With Joe at the head, all the children lined up for a parade. Johnny, at the foot, had a drum. Some of the children got out pocket combs and covered them with paper to toot through. Everybody else played he had a horn. They marched round and round the playground, playing "Yankee Doodle."

Then Joe rang the bell again. The Center School dropped out to watch, and the Chester

School did the Sioux Indian Dance. They had borrowed Miss Clive's Indian music makers, and they made a grand show and lots of cheerful noise. The Center School followed with the Hay-makers' Dance.

Three Color Teams

After the dances everybody lined up again and counted off by threes. "The 'ones' are 'blues,'" explained Joe. "The 'twos' are 'yellows,' and the 'threes' are 'reds.'" Joe and his committee passed out armbands cut from the crepe paper, so that the children were divided into three color teams.

"Now we are not playing one school against the other," said Joe, "but we are all playing together. First we are going to have stunts. The blues are to hop like kangaroos. The yellows are to march like elephants in a circus parade. The reds are to be horses prancing to music. The team that wins this stunt will have ten points. The team that wins each game will get ten points, too."

"Wait just a minute," said Miss Mason. "I think Miss Bence and I are going to have a little help in judging." There was a sound of car doors slamming beyond the playground fence.

In a minute Mr. Burns came in from the market. Behind him were Miss Clive, Miss Brown, and Dr. Wilson. They were to be judges.

The children cheered. The grounds committee ran to get some more chairs from Mr. Hodge. "My!" whispered Ruth to Peggy, "I'm glad Mother told us we'd better make some extra refreshments. She's coming over, too, with the sandwiches and punch. But she says she won't eat anything. Wouldn't it have been awful to run out of food?"

The judges clapped so loudly at the horses that everybody knew the reds had won the first ten points. The blues scored in the scarf relay. The yellows won in dodge ball. The blues got another ten points in taking beans to market and won in ringing the bell. The judges announced that the blues had won the match. But it was all fun for everybody, and they finished with



London Bridge for the crowd. The teachers, and Dr. Wilson, and Miss Brown played too.

At four Ruth and her committee dashed across to the Drake's house. Mrs. Drake helped them carry their baskets and jugs. They set the long table with piles of wrapped sandwiches, jugs of lovely red punch, and stacks of paper cups and napkins. Ruth and her committee stood behind the table to serve. There was plenty for everybody, and Dr. Wilson said it was "mighty good."

"Good-by, good-by," called the pupils of the Center School. "We've had a lovely time. Next year we'll invite you to come to see us."

Play and Work

When we work hard or play hard in the open air, we breathe deeply and our hearts beat more strongly. The more we use our muscles, the stronger they get. Our minds freshen up. We feel pleasanter and happier. Our minds and muscles learn how to work together. Healthy, active bodies mean healthy, active minds. And healthy minds help to keep us feeling our best in our bodies.

How play makes us eat! Baked fish, creamed potatoes, and carrots disappear as if by magic.

Heaps of whole-grain bread and butter melt away. Applesauce goes in last. Mother says we "eat like horses" and that she is glad of it.

We sleep better after a good round of play in the open air. Bedtime never seems to come too soon. We can hardly stumble through tooth-brushing and face-washing because we are so sleepy. We are asleep almost before we get flat in bed.

Playing and working together with other people help to make us "good fellows." We learn that it takes teamwork to have a good game. We learn that sometimes we have to step back and let somebody else have a chance.

Outdoors in All Seasons

Sometimes it is hard to know which play time in the year is best. In summer you can go out wearing almost nothing and let your body brown in the sun. And what fun it is to swim and to play outdoor games in summer!

Before long it is fall, and time to go back to school. The mornings and nights are sharp and cold. You have to put on a light sweater over summer cottons. But the nip in the air only makes you run and hop a little faster.

Then comes winter. But still you play out-

doors. You wear warm woolens over your indoor clothes. When it is snowing and wet you wear rubbers or overshoes. You take cod-liver or halibut-liver oil, too, every day in winter.

The first thing you know, it is spring again. You can go out in light clothes and a sweater. Boys begin rolling marbles. People start planting gardens. Perhaps you plant a row of beets, yourself, because you like beets.

In every season of the year work and play are fun for healthy bodies. Play in playgrounds and parks, away from traffic. Play with safety rules in mind. You will grow healthier, happier, bigger, and stronger every year.

Vacation Trips

It was the last day of school. The fourth grade class was full of plans for vacation.

Peggy and her father and mother were going to hire a trailer and go for a month's trip. They had a map, marked with good trailer camps. They would be sure to stop only at the marked ones. At those they were sure to find good drinking water, rubbish cans for their garbage, and clean toilets. Some of the marked camps were United States government camps and had public shower baths.

Phil and Ruth were going to stay in the city. But their father was building a safe brick fireplace in the back yard, and the family would cook their suppers in the open on every clear night. The fireplace would have a strong iron grating to keep the wind from blowing burning sparks about.

Andy already had a vegetable garden all his own in a corner of his father's market garden. Andy, after browning his skin slowly, was going to work in his garden dressed only in a pair of shorts and sandals. He would be so brown by fall, he declared, that the class would think he was painted.

Ellen was going to have a vegetable garden, too. She would help her grandmother can beans, corn, and tomatoes to eat in the winter. They planned to put up baby carrots, too, when they were sweetest and tenderest, and juicy little beets about as big as a walnut.

Johnny said he would spend part of the early summer in training. His father had promised that they would climb a mountain on some good week end. But Johnny had to get into good condition first. He was to go on a day's hiking and hill-climbing trip with some older boys every week or so and train the muscles of his legs.

George said he was to stay in the city, too, for the summer. But he had joined a class of boys who were to go to the city beach nearly every day and learn to swim. He promised to be careful about the hot sun until he was well tanned. By fall George hoped to know how to dog paddle, do the side stroke, and swim under water.

Other children were going to do other things. Some would have flower gardens. Some would play every day in the city playgrounds on the swings and slides. Some would take bus rides into the country for a day and go blueberrying. Some would help Father mow the lawns and run errands for Mother. Some would go on trips to the beach. But they were all sure that they would spend all the time they could outdoors. They would get plenty of sunshine and eat plenty of vegetables.

The class promised to remember through the summer the things that they had learned about health that year. They were going to come back to school brown and strong, with straight backs, sturdy legs, clear eyes, and fresh minds.

They filed out past Miss Mason on their way to summer sunlight.

"Good-by, good-by," they called. "We'll be back in the fall."



Thinking and Talking Together

What do you think of the play day at the Chester School? Was it well planned? Were the right committees chosen? Should there have been other committees? Did every committee from Miss Mason's class have plenty of work to do?

If you had been a pupil of the fourth grade of the Center School, would you have been pleased when your class received the invitation from the fourth grade of the Chester School? Do you think having color teams was a good plan?

Do you like the Order of Events of the play day at the Chester School? What changes would you make if you were to have charge of a play program?

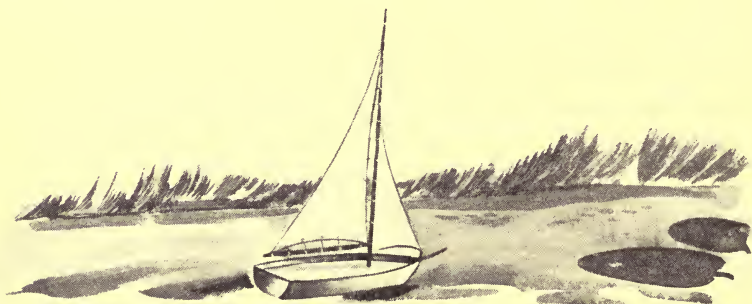
Look in your recipe books to see what refreshments you could prepare and serve if you were to entertain another class for a play day.

What are your plans for your next summer's vacation? Would you like to talk them over with your classmates? You may like to tell whether you expect to stay home or go away. What are some of the interesting things you can do at home? If you are going away, what do you expect to do?

Doing Things

If you should decide that you would like to have a play day, ask your teacher and principal if you may do so. If you cannot invite a class from another school, invite one from your own school or divide your class into groups. Make all of your plans very carefully and manage things so well that everybody has a good time. Choose your own games, dances, and stunts. Use the plan Miss Mason's class used for mixing players, so that you play for the fun of playing, and not "just to beat" another group.

Turn back to the list of questions following Unit I. On a clean sheet of paper write the truth in answer to each of these questions. Be sure your answers are correctly numbered. Have your mother or father check your answers with you, then return the paper to your teacher. It is quite likely that your teacher will compare this set of answers with your first set. Are you, your parents, and your teacher able to see that you have made progress in ways of *Keeping Safe and Well*?



Stories to Read

Around the Year, by Horace Mann Buckley and Others.

Good stories of safety in many situations. Stories of fires and what to do when help is needed.

The Book of Indians, by Holling C. Holling.

This beautifully illustrated book tells you of the home life and exciting adventures of Indian children.

The Chisel-Tooth Tribe, by Wilfred Bronson.

This interesting book describes the "tools" of several animals and shows in attractive pictures how the clever creatures use their tools.

Exploring New Fields, by Parker and Harris.

This delightful book makes you a real explorer with the boys and girls who formed an Explorer's Club. See the maps the children made and the splendid pictures of life in faraway countries.

How and Why Experiments, by G. W. Frasier and Others.

You will find in this book interesting experiments which will help you to understand how our bodies work and how we hear.

How We Get Our Food, by Ethel K. Howard.

This book tells very clearly, by words and excellent pictures, how we get our milk, meat, bread, fruit, vegetables, and poultry.

Neighbors Near and Far, by Wahlert and Hahn.

When you go "To Market with Lorenzo," you will see many things very different from those in an "A" market in an American city, but you will like this trip with Ben, Betty, and Susan. "The First Chinese Puppets" and "How to Make a Shadow Play" will interest you, too.

Our Town and City Animals, by Clarke and Keelor.

With this book you may visit the house of The Seeing Eye, where dogs are educated as guides for the blind. Read how a children's animal club managed a pet show.

Our Wide, Wide World, by Craig and Baldwin.

Have you ever thought about how difficult it is for wild animals to protect themselves against hunger and starvation, against the cold of winter, and against their natural enemies?

Sajo and the Beaver People, by Grey Owl.

A delightful story of two beaver kittens.

Toward Freedom, by Ruth Mills Robinson.

After Carol, in "Carol at School," has visited several other clubs, she decides to join the Junior Red Cross Club because she wants to be a nurse. "A Camping Trip" tells you about some of Bill's good times at a "Y" week-end camp.

Wheels Westward, by Elizabeth and Alexander.

"A Tale of Soap and Water," by Grace T. Hallock, tells of soap-making in the American colonies, and of the difficulties of keeping one's body, teeth, and clothes clean in early Colonial days.

Words to Know

The following list of 258 words is selected partly on the basis of health concepts to be learned, but includes chiefly those words which have a rating of 3a or above in the revised Thorndike word list.

<p>4</p> <p>aisles</p> <p>braces</p> <p>metal</p> <p>straightening</p> <p>uniform</p> <p>5</p> <p>whooping cough</p> <p>7</p> <p>bowels</p> <p>8</p> <p>elections</p> <p>manage</p> <p>rubbish</p> <p>9</p> <p>committees</p> <p>crumpled</p> <p>11</p> <p>errands</p> <p>messenger</p> <p>14</p> <p>examination</p> <p>inspect</p> <p>sportsmanship</p>	<p>15</p> <p>exactly</p> <p>paragraph</p> <p>16</p> <p>cleanliness</p> <p>index</p> <p>17</p> <p>grooming</p> <p>20</p> <p>runt</p> <p>21</p> <p>grunted</p> <p>squeal</p> <p>squirmed</p> <p>wallow</p> <p>wriggled</p> <p>23</p> <p>Persian</p> <p>24</p> <p>leashes</p> <p>mayor</p> <p>troublesome</p> <p>25</p> <p>collection</p> <p>207</p>	<p>26</p> <p>smudge</p> <p>strict</p> <p>27</p> <p>particular</p> <p>squealed</p> <p>28</p> <p>agent</p> <p>award</p> <p>exhibit</p> <p>fancier</p> <p>32</p> <p>disease</p> <p>dried</p> <p>lather</p> <p>33</p> <p>splinters</p> <p>34</p> <p>particles</p> <p>35</p> <p>glands</p> <p>pores</p> <p>sacs</p>
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36
armpits
especially
37
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ingrowing
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sudsy
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cellophane
graham
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66
bakeries
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68
cauliflower
grapefruit
lettuce
melons
pearly
streamers
69
convenient
permission
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balance
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delicious
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81
macaroni
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82
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83
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91
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92
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102
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103
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104
necessary
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105
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106
permanent

110
audiometer
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115
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118
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